DOCUMENT RESUME

ED 089 524 EC 061 492

TITLE	Module Specification Phase. Special Project: Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children. Interim Report.
INSTITUTION	Missouri Univ., Columbia. Special Education Curriculum Training Center.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
BUREAU NO	351359
PUB DATE	Feb 73
GRANT	OEG-0-70-4808(603)
NOTE	180p.; For related information see EC 061 491
EDRS PRICE	MF-$0.75 HC-$9.00 PLUS POSTAGE
DESCRIPTORS	*Behavioral Objectives; *Consultants; Curriculum; *Exceptional Child Education; *Guidelines; Handicapped Children; *Performance Based Teacher Education

ABSTRACT

The interim report details the process followed in the development by the University of Missouri of 20 module specifications for a competency based training program to prepare curriculum consultants for educational programs serving handicapped children. Major project goals are said to include the systematic identification of competencies, the design of instructional modules, and the packaging of modules in a form to facilitate use by other training institutions. Included are the texts of specification manuals produced for the following modules: evaluating/curriculum, evaluating/instruction, evaluating/materials and media, evaluating/communication processes, evaluating/support systems, developing/curriculum, developing/instruction, developing/materials and media, developing/communication processes, developing/support systems, training/instruction, training/materials and media, training/communication processes, advising/curriculum, advising/instruction, advising/materials and media, advising/communication processes, advising/support systems, serving as a liaison/communication processes, and serving as liaison/support systems. Within each module, specifications follow a format at four levels of increasing specificity: competencies within module topics, competency components within competencies, and behavioral objectives within competency components. (DB)

ED 089524

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INTERIM REPORT:
MODULE SPECIFICATION PHASE

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SPECIAL PROJECT

Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children

FEBRUARY 1973

SECTraC

SPECIAL EDUCATION CURRICULUM TRAINING CENTER

Department of Special Education, University of Missouri-Columbia
Project No. 351359 OEG-0-70-4808(603)
Division of Training, Bureau of Education for the Handicapped, U.S. Office of Education

EC 061442

Project No. 351359
OEG-0-70-4808(603)

INTERIM REPORT: MODULE SPECIFICATION PHASE

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

February 1973

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The research reported herein was performed pursuant to a grant with the Bureau of Education for the Handicapped, U. S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U. S. Office of Education
Bureau of Education for the Handicapped
Division of Training

ACKNOWLEDGEMENTS

Projects concerned with developing training materials make varying demands on faculty members, students, and intended consumers. In some cases the demands are in the form of consultation; in others, it is a plea for tolerance or for direct participation. The project staff is particularly grateful to the Special Education faculty of the University of Missouri-Columbia for their cooperation during the Module Specification Phase of the project.

As is true in most development efforts, graduate students and secretaries make significant contributions. We would like to acknowledge the contributions of Huguette Duff, Ellen Fischer, Karen Ford, Pat Perkins, Kim Ratcliffe, Mary Ellen Sudholt, and Judy Wilson.

The project Advisory Board has played a major role in influencing the direction of this project. Their willingness to commit time to the project and the manner in which they have interacted with the project staff are greatly appreciated. The Advisory Board includes Dr. John Kidd, Dr. Herbert Goldstein, Dr. Richard Whelan, Dr. Robert Forsyth, Mr. Richard Johnson, and Dr. William Hedges. The staff would also like to thank Dr. Austin Connolly and Dr. Bruce Mattson for their helpful contributions.

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CHAPTER I

INTRODUCTION

This report details the process followed in developing module specifications for a competency based training program to prepare curriculum consultants for educational programs serving handicapped children. The project was initiated in the Fall of 1970 with the first year devoted to research and planning. The results of the Research Phase were published in the 1971 Interim Report. The contents of this report represent the results of applying task analysis procedures to the competencies identified during the research phase and reported in the previous Interim Report (1971). The third phase of the project is presently operational and involves the development of instructional modules according to the specifications presented in this document. The third Interim Report will be in the form of training modules. The intent of these interim reports is to describe the procedures employed in the various phases of the project and to share the results of each phase with persons whose own work and/or interests relate to curriculum development for the handicapped or to the development of competency based training programs.

Project Goals

This project is designed to develop a prototype training program for the preparation of curriculum consultants in special education. The major features of the program include:

1. the systematic identification of competencies through empirical research.
2. the design of instructional modules based on identified competencies.
3. the packaging of modules in a form which facilitates their use by other training institutions and agencies providing in-service education at the local level.
4. an emphasis on skill development rather than degree programming with provision for the attainment of advanced degree options.
5. a major commitment to training in the processes of curriculum development with generic application to educational programs for exceptional children.

This training program is aimed at persons who have demonstrated competence as teachers of handicapped children and who are interested in curriculum development. The training curriculum emphasizes skills and knowledge in the area of evaluation, development, support systems, communication processes applicable to curriculum development, and materials and media. The goal is to prepare individuals capable of representing the interests of exceptional children at the decision-making level in curriculum development activities. In contrast to providing direct services to children, these consultants will function in the role of support personnel for teachers and administrators in general and special education who are responsible for decisions affecting the education of exceptional children.

In order to place this report in perspective to other project activities, the major chapters of the 1971 Interim Report are listed. Persons interested in the earlier report are encouraged to contact the Special Education Department of the University of Missouri-Columbia for a loan copy.

Table of Contents from 1971 Interim Report:
Competency Research Phase

Chapter

I. INTRODUCTION

- Project Goals
- Project Activities
- Definitions

II. REVIEW OF RELATED LITERATURE

- Part I. Rationale
- Part II. The Consultant Role: Leadership and Change Agent
- Part III. Review of Relevant Training Models
- Part IV. Administrative Perspectives

III. STATEMENT OF PROBLEM AND PROCEDURES EMPLOYED IN COMPETENCY STUDY

- Statement of Problem
- Generation of a Competency Item Pool
- Organization of Item Pool
- Pilot Study Procedures
- Competency Study Procedures

IV. RESULTS AND DISCUSSION OF COMPETENCY STUDY

Part I. Competency Data by Item
Part II. Competency Data by Cluster

V. GUIDELINES FOR THE DEVELOPMENT OF INSTRUCTIONAL MODELS

Description of a Training Module
Description of Tentative Module Format

VI. PRELIMINARY PROTOTYPE TRAINING MODEL

This report on the specifications phase has been organized as a reference for persons interested in training curriculum developers for special education and for those concerned with designing competency based training programs. The specification process described is presented as an essential step between the identification of competencies and the development of instructional modules. The procedures employed are not unique to this process nor are they unique to this investigation. Rather they represent an adaptation of general practices utilized in a variety of projects to determine curriculum content. While they approximate a task analysis system, the procedures are primarily logical in nature. This report will describe the specification process, relate the specifications to module development, illustrate the use of the specifications as an index to modules, and present the specification manuals for twenty modules. A chronology of project activities is also included.

CHAPTER II

PROJECT HISTORY

This Special Project designed to formulate a prototype graduate level training program to prepare curriculum personnel responsible for the development and improvement of instructional programs for exceptional children is currently in its third year of operation. The following section of this report provides an overview of those project activities successfully completed since its inception organized into its three funding periods. Because of the intrinsically continuous nature of several project activities including formative evaluation efforts and product dissemination, several project achievements do not lend themselves to categorization by specific year. Consequently, these continuing activities have been analyzed where possible into component parts and reported as appropriate. The third year activities are divided into those already completed and those still in progress at this halfway point in our third year efforts.

A. Project Achievements: Year Ending August 31, 1971

. . . contacted a representative sample of professional personnel in the field of Special Education establishing a base of support for the potential output from our training program.

Prior to other research and development activities, a sample of Special Educators from throughout the United States were contacted to elicit their reaction and receptivity to the proposed training program and to potential employability of the individual to be trained. These respondents representing Instructional Materials Centers, State Departments of Education, Public School Administrators, Regional Research and Development Centers, and College and University Special Education Personnel, overwhelmingly endorsed the prospective training model and the desirability of its trainees to fill unmet capacities in the education of exceptional children.

. . . completed extensive literature review.

As part of the initial effort to develop a comprehensive pool of competency statements, an extensive review of the literature from general education, special education, and industry was undertaken. Specific attention was given to: (1) consultant functions independent of professional affiliation; (2) educational consultant functions; (3) special education support service functions; and (4) the literature pertaining to performance-based training models.

. . . undertook structured interview sessions with knowledgeable educational personnel.

To supplement the initial pool of competency statements generated by literature reviews, thirty educators employed in administrative or instructional positions in Iowa, Kansas, and Missouri were interviewed. These interviewees were: six special class teachers employed by local districts; six district level special education administrators; three intermediate district level administrators; two state agency administrators; two district level special education consultants; three intermediate district special education consultants; and six Instructional Materials Center consultants. All interviews were recorded via audiotape and analyzed for competency statements.

. . . reviewed performance-based training models in elementary education.

Performance-based training models in elementary education were extensively reviewed in terms of their application to project goals. These Comprehensive Elementary Teacher Education Models were studied in depth in that they possessed similar philosophies and methodologies to the SECTraC proposal. The nine funded proposals reviewed were those of: the University of Massachusetts; University of Pittsburgh; Syracuse University; Teachers College, Columbia University; University of Toledo; Michigan State University; University of Georgia; Florida State University; and the Northwest Regional Laboratory.

. . . established advisory board.

Seven professionals with expertise in curriculum, special education, and measurement were selected to convene as an advisory body to the SECTraC staff. The advisory board members have been kept appraised of progress and have contributed throughout project development on both a group and individual basis.

. . . designed competency organization and generation model.

As a means of organizing the identified competency statements and assessing representativeness of items, a three-dimensional model was designed to serve as a frame of reference. The three dimensions of the model were defined by the following domains: (1) areas of responsibility (curriculum, instruction, materials, media, personnel, in-service, public relations); (2) work situation (comprehensive local program, limited local program, intermediate district); and (3) process skills (observation, interpretation, selection, adaptation, organization, planning, development, evaluation). As the competencies were categorized according to this Competency Organization and Generation Model, the number of competencies were reduced from approximately 400 to 150 for inclusion in the pilot study.

. . . held initial Advisory Board meeting.

The first meeting of the SECTraC Advisory Board was held in Columbia in November 1970. At this meeting, SECTraC staff reviewed in-progress and planned project activities including interviews, questionnaires, and pilot-study procedures. Particular attention was given to formulation of the major competency study and questions relating to defining the role of a curriculum consultant to instructional programs for exceptional children.

. . . completed pilot investigation.

Preparatory to the major competency study, a pilot instrument of 150 competency statements was distributed to 125 professional staff members from 4 school districts. Respondents rated each item on an index of importance and judged each item in terms of its advised trainability. A supplemental form soliciting specific comments and suggestions on individual items was included allowing respondents to react to each competency statement and the comprehensiveness of the total instrument.

. . . completed major competency study.

The major competency study involved the distribution of 720 questionnaires to a stratified random sample of educational personnel throughout an 11-state region. Both importance and trainability ratings were obtained from this sample of special and regular education administrators, teachers, and consultants. Other information retrieved from respondents allowing for data analysis by any of these variables include: sex; age; level of education attained; years of professional experience; and size of school district where employed.

. . . demonstrated the efficacy of survey research procedures to identify specific knowledge and skills that are essential for curriculum personnel to possess.

The SECTraC staff has designed, implemented and followed through on the utilization of questionnaires, structured interviews, and rating scales to ascertain field perceptions of the role of a curriculum consultant for exceptional children. These procedures have culminated in the identification of 100 orthogonal competency statements which consequently serve as the global curriculum objects in the development of our competency-based training program.

. . . ranked empirically the 100 competency statements in a hierarchy of importance.

> In order to facilitate decisions relative to training priorities, the 100 competency statements were rated according to their perceived importance by 587 field personnel. Each competency was rated on a 5-point scale ranging from "very important," through "moderately important," "slightly important," and "somewhat unimportant," to "definitely unimportant." These data enable the determination of the perceived relative importance of each item according to professional position of the 587 respondents. Analogously, the relative importance of each competency statement as perceived within school districts of various sizes has been determined.

. . . utilized field judgment to determine trainability of each competency statement.

> As part of the major competency study, respondents were asked to indicate their judgment as to the trainability of each competency. The trainability ratings were: OC (on-campus); JT (job training); and SG (self-growth). The majority of respondents viewed 76 competencies as primarily trainable through job training, 15 competencies as primarily trainable through on-campus instruction, and 3 competencies were viewed primarily as a function of self-growth. The remaining 6 competencies were viewed as trainable by some combination of the three modes.

. . . clustered the identified competencies into a functionally related system promoting the development of training modules.

> A panel of specialists in the areas of curriculum and Special Education applied a modified Q-sort technique to the 100 competency statements facilitating their organization along five function and five context dimensions. The five curriculum relevant functions were: evaluating; developing; training; advising; and serving as liaison. Each of these functions were viewed as generic to the following five contexts: curriculum; instruction; materials and media; communication processes; and support systems.

. . . identified both on- and off-campus resources capable of contributing materials and knowledge in the development of modulized performance-based training packages.

> Since its inception and continuing to date, Project Staff has availed itself of existing materials and knowledgeable consultants in the design and development of our training program. These individuals and materials including unpublished manuscripts, sample modules, published monographs and books, cassette recordings, and audiovisual materials have

come from other relevant projects, various Centers, and college and university settings throughout the United States.

. . . identified the training and practicum resources to serve an integral part in the training model.

While the vast majority of trainee experiences can effectively be handled on and off campus in the University of Missouri-Columbia area, realistic appraisal of local resources and the magnitude of our trainees' needs demand a consortium approach. The SECTraC Project Staff has contacted a variety of potential training sites across the country which have expressed interest in further negotiation relative to their cooperation in training efforts. These training experiences vary from packaged instruction to selected internships depending upon the nature of the resource.

B. Project Achievements: Year Ending August 31, 1972

. . . identified 20 potential Modules to comprise training curriculum.

As a consequence of the previously reported clustering procedure, competencies were assigned to twenty of the twenty-five cells constituting the function-context matrix. Each of these function-context designations was thus identified as a potential module comprised of from one to eleven competencies. The Modules so identified were: evaluating/curriculum; evaluating/instruction; evaluating/materials and media; evaluating/communication processes; evaluating/support systems; developing/curriculum; developing/instruction; developing/materials and media; developing/communication processes; developing/support systems; training/instruction; training/materials and media; training/communication processes; advising/curriculum; advising/instruction; advising/materials and media; advising/communication processes; advising/support systems; serving as liaison/communication processes; serving as liaison/support systems.

. . . undertook specification process to reduce each module to behavioral objectives.

In order to base the training curriculum on clearly specified instructional objectives, a specification process was undertaken which reduced each of the competencies comprising the modules into competency components. Each competency component was then further reduced by this specification process to two or more behavioral objectives. Following this specification process, a typical module is composed of approximately 5 competencies, each competency being composed of approximately 4 competency components, and each competency component being composed of approximately 4 behavioral objectives. Consequently, the specification process produces a module composed of approximately 80 functionally related behavioral objectives.

. . . designed instructional activities to comprise training modules.

Having identified through the specification process the behavioral objectives defining the modules, the SECTraC staff proceeded to design appropriate instructional activities. These performance-based activities were designed to bring about and demonstrate achievement of each identified competency.

. . . identified existing resources to be utilized in the development of instructional activities.

In order to avoid unnecessary duplication of existing instructional resources appropriate to achieving our specified behavioral objectives, a continuing extensive search of literature, products of funded projects, and commercially produced instructional resources was initiated. Where these available resources are appropriate to project goals, they are acquired and integrated into instructional activities.

. . . contracted for the development of instructional activities.

In those cases where it was judged that project staff expertise was not sufficient in a particular subject area encompassed by specified competencies, one or more experts were contracted with to develop performance-based instructional activities according to the specifications provided. This procedure was successfully utilized with both a six-week on-campus visit and a two-day off-campus writing conference.

. . . developed and prepared for dissemination 20 specification manuals.

A specification manual which details the results of the previously described specification process has been prepared for each module. These twenty specification manuals include the total list of competencies, competency components, and behavioral objectives defining the module. In addition, each specification manual is prefaced by a module scope statement which is a narrative description of the content to be mastered by achievement of the specified objectives.

. . . prepared and disseminated interim report.

The interim report on the competency research phase is a 284-page document detailing the procedures and results of the first year's research efforts. Included are importance and trainability data by competency and cluster. Results of the variety of statistical analyses performed are also reported. Approximately 200 copies of this document have been disseminated and several remaining loan copies are currently in continuous demand in the field.

. . . prepared and disseminated announcement of SECTraC training program.

An attractive one-page brochure was prepared announcing the availability of new graduate level program to prepare curriculum consultants for exceptional children. Included on the flyer was a brief program description and the entrance requirements. This brochure was mailed to all 50 State Departments of Education and to colleges and universities in all 50 states.

. . . convened advisory board.

A full-day meeting of the entire Advisory Board was convened in St. Louis on September 9, 1971. At this meeting, SECTraC staff presented a review of project activities to date, and elicited Board input into planned activities including specification processes, module development, resource utilization, and trainee selection. In addition, advisory board members were called on individually throughout this development year as their particular expertise was required.

. . . selected SECTraC trainees and awarded assistantships.

In anticipation of our third year of project activities to be marked primarily by program operation, we reviewed applications of candidates received largely in response to our announcement brochure. Three full-time SECTraC trainees were notified of their acceptance and awarded full-time assistantships. In response to the great interest expressed in the program by in-service teachers, 8 mini-assistantships were awarded to allow these applicants to pursue curriculum training on a part-time basis.

. . . designed and prepared instructional materials required for module development.

While a primary aim of SECTraC staff is to utilize wherever possible existing instructional materials in module development, a variety of materials needs have been identified which are unique to our training program. Included here are materials which convey substantive information as well as materials allowing for competency demonstration by trainees. These materials have been designed and developed as required and include unpublished manuscripts, slide presentations, workbooks, cassette tapes, and audiovisual materials.

. . . designed instrument for assessing trainee's competence at relevant tasks prior to entrance into SECTraC training program.

In order to assure maximum efficiency in trainee passage through the training program, to avoid superfluous learning experiences, and to encourage use of alternative entry points into modulized instruction, a global assessment instrument was developed to facilitate determination of each trainee's strengths and weaknesses in light of his own career goals. This instrument includes the completion of a comprehensive vita detailing the trainee's academic and field experience as well as his estimate as to his effectiveness in each work setting. In addition, each trainee evaluates his own competence at each of identified 100 competencies determined to be essential for curriculum personnel working in the area of Special Education. This information is evaluated in terms of the trainee's specified training goal during one or more orientation conferences held with each trainee prior to entrance into a module.

. . . field tested preliminary drafts of modules.

In addition to the elicitation of reactions to SECTraC products from field personnel and inclusion of University-based and Master teachers in Module development, a preliminary draft of the Module on Developing/Curriculum was offered for graduate credit during the winter semester of the 1971-72 academic year. The feedback from these graduate students, most of whom had teaching experience with children representing a variety of handicapping conditions, was utilized in later revisions of this and other Modules.

. . . prepared and presented off-campus lectures and demonstrations relative to SECTraC training program.

As part of our dissemination efforts, the SECTraC staff has availed itself of opportunities to deliver presentations descriptive of both the rationale underlying our training program and the research and development activities completed throughout the first and second years of operation. Included have been presentations at professional meetings and special invited presentations.

. . . utilized field personnel in specification process and elicited field reaction to module specifications.

While the bulk of the effort in completing the specification process for the 20 anticipated Modules was undertaken by SECTraC staff, 4 Master teachers contributed on a consulting basis to the completion of the specification process. In addition, practicing teachers representing a variety of areas of exceptionality, university-based and state department of education personnel have reacted to the module specifications with their suggestions and contributions being integrated into the final products.

C. Project Achievements: Year Ending August 31, 1973

. . . acquired and equipped a SECTraC training facility.

An office has been provided in the Special Education Building specifically to be used by SECTraC trainees in the pursuit of this training program. This room has been equipped with 3 individually wired learning carrels, desks, tables, file cabinets, and shelf space for storage of trainees' modules and other instructional materials. The SECTraC training room is equipped with necessary media including cassette recorder, filmstrip viewer, and carousel projector.

. . . experimented with training programs under both degree and non-degree options.

Since the project's inception it was intended to develop a training program that could be pursued either in conjunction with an advanced degree or independent of a degree objective. Currently, SECTraC trainees have elected both options and preliminary assessment indicates that both types of trainees are satisfactorily achieving their training goals. The long-term consequences of these alternative routes to training will be evaluated when a sufficient number of trainees have completed the program and encountered field placement.

. . . explored off-campus training via an instruction by correspondence model.

One advantage of modulized instruction is that the training program can be packaged and transported to off-campus training sites. In contrast to traditional modes of instruction, trainees should be relatively independent of resources and faculty expertise at the University of Missouri-Columbia campus. Currently, trainees are enrolled in modules at two off-campus sites in St. Louis and New York. By the end of this training year, an evaluative judgment will be available as to the continued feasibility of this mode of instruction.

. . . successfully integrated SECTraC Modules into Special Education Department course offerings.

Beginning with the Fall 1972 semester, four SECTraC Modules were offered as course options (graduate level seminars) in University of Missouri-Columbia Department of Special Education. The 4 Modules offered during the Fall 1972 semester were Evaluating/Materials and Media, Evaluating/Instruction, Developing/Curriculum, and Developing/Instruction. The success of these Modules as course offerings beyond the scope of the SECTraC training program is evidenced by the fact that the majority of graduate students enrolled in these seminars were not SECTraC trainees. Four SECTraC Modules are offered under the auspices of graduate seminars again this semester including two which were not previously available (Evaluating/Support Systems and Developing/Materials and Media).

. . . experimenting with non-SECTraC affiliated faculty offering SECTraC developed modulized instruction.

Throughout our field testing and initial SECTraC module offerings, trainee progress in module instruction was monitored by SECTraC staff. Inasmuch as one perceived strength of modulized instruction is the lack of dependence on particular faculty expertise and the transportable nature of module packages, this semester one U.M.C. faculty member not otherwise involved in SECTraC activities is offering and is responsible for monitoring student performance in the Module on Developing/Instruction. In addition, plans are currently under way to further test the efficacy of non-SECTraC based instruction with the offering of a SECTraC developed module at another State University this semester.

. . . will make all SECTraC project products available through the University of Missouri-Columbia/Special Education Instructional Materials Center.

In response to local demand for SECTraC project products, one copy of all SECTraC products will shortly be made available through the University of Missouri-Columbia/Special Education Instructional Materials Center. Specification Manuals and Trainees' Manuals will be available through general circulation with all other materials housed in the U.M.C./S.E.I.M.C. Instructors' Manuals which record the evaluation criteria for trainee performance will be available only through the S.E.I.M.C. director and with permission of the Module Instructor. In addition to meeting local demands for SECTraC materials, this availability through the S.E.I.M.C. will enable SECTraC trainees and other students to obtain loan copies of any project products rather than just those developed for the modules in which they are enrolled. Furthermore, the U.M.C./S.E.I.M.C. will be able to utilize these materials in their offering of in-service workshops.

. . . assembled twelve sample module packages for loan purposes.

At this point in our third year of project operation, SECTraC staff has already received approximately 50 inquiries and requests for sample modules. In response to this field demand and in light of the prohibitive expense entailed in unrestrained reproduction of our Modules (a single Module typically involves over 800 pages of manuscript in addition to accompanying resources including prepared materials and media), 12 sample module packages have been assembled and are disseminated on a loan basis. These module packages, each comprised of one Specifications Manual, one Trainee's Manual, one Instructor's Manual, and a sample of resource files, are in continuous circulation. A brief description of the materials and information pertaining to their use is included with each package mailed.

. . . made on-campus project relevant presentations to various University of Missouri-Columbia departments.

As other academic departments at the University of Missouri-Columbia campus experiment with modulized and/or performance-based training programs, we have been requested to make several presentation/demonstrations of SECTraC project activities and products. So far during this third year of project operation, SECTraC presentations have been prepared for the College of Education faculty, the faculty of the School of Veterinary Medicine, Special Education Department faculty, and a series of conferences have been scheduled with faculty representatives from the Department of Curriculum and Instruction.

. . . provided in-site SECTraC presentations and demonstrations to visitors from other institutions.

During our third year of project operation we have had a total of eight visitors representing other institutions spend a full day reviewing our SECTraC program and materials. These visits typically included presentations of project rationale, research and development efforts, and demonstration of project products. Where appropriate, time was arranged for visitors to interact with SECTraC trainees.

. . . responded to requests for SECTraC presentations at various off-campus sites.

As project products, reports, and both formal and informal communications relative to the SECTraC program have increased field awareness of the training program, an expanded number of requests for public presentations have been received. SECTraC staff has and will continue to respond to these invitations as workloads permit. Past and scheduled presentations throughout this third year of project operation include programs descriptive of the research and development aspects of the program as well as demonstrations of completed module packages.

CHAPTER III

SPECIFICATION PROCESS

The module concept is becoming a popular approach for organizing learning experiences in competency-based training programs. However, in reviewing the array of modules being developed, it is apparent that there is little uniformity in the procedures followed or in the format employed by module developers. There appears to be a trend toward viewing modules as specific, self-contained instructional units. This type of module lends itself to computerized systems and allows for the accommodation of large numbers of students. In general, such modules are independent units which may or may not be pursued in any particular sequence.

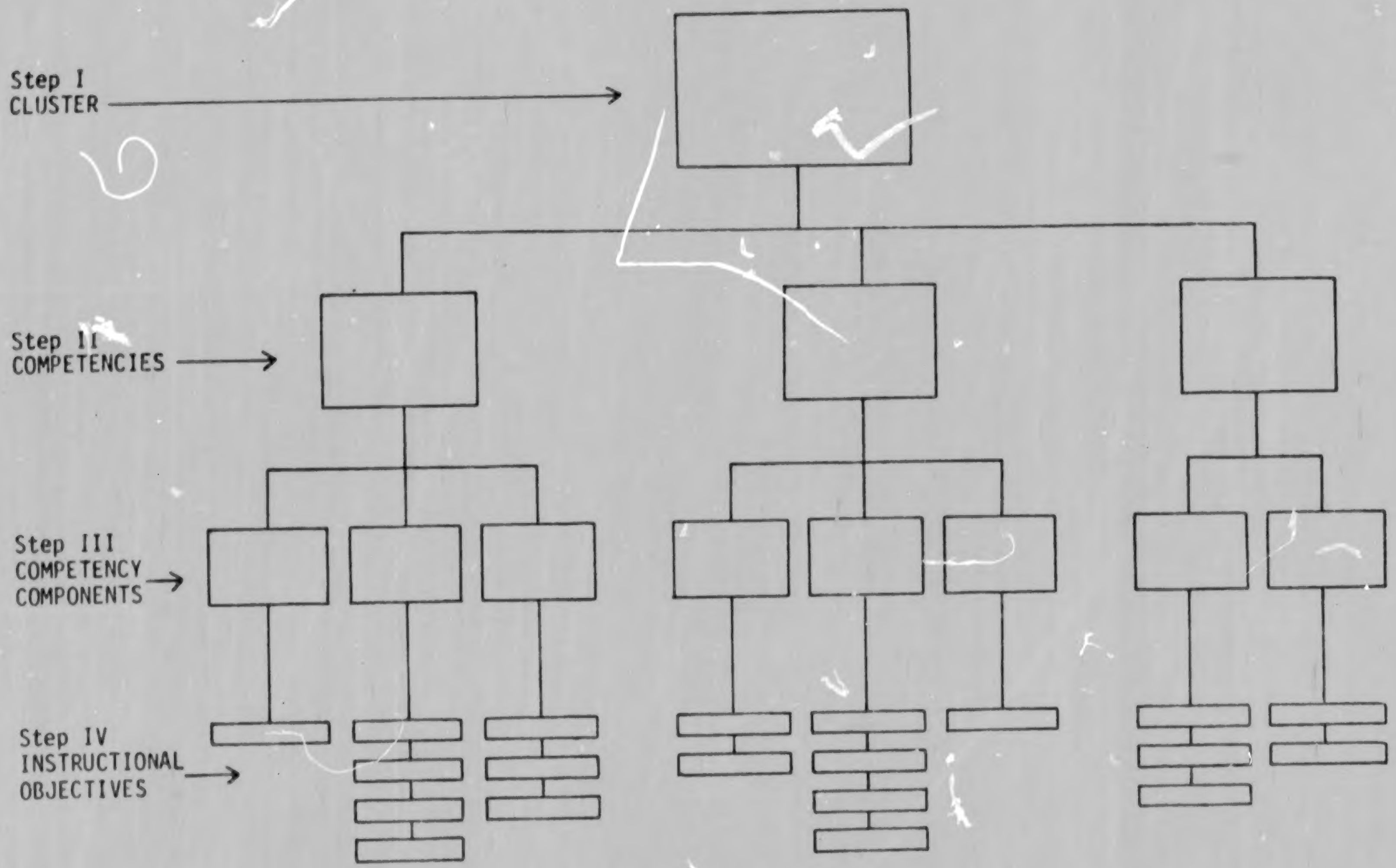
The approach elected by the SECTraC staff involves the development of larger, more comprehensive modules which focus on a cluster of related competencies. Within the larger instructional unit are individual elements which approximate the more specific type of module. In this situation, the specific units are interdependent and allow for greater control over the sequence of experiences through which the trainee progresses. This type of module appears most appropriate when the role for which a person is being prepared is more specialized as in the preparation of curriculum personnel trained for leadership roles in the education of exceptional children.

Developing this type of module necessitates the formulation of specifications based on an analysis of the skills and knowledge basic to the competencies for which the module will be designed. Figure 1 illustrates the specification process employed by the SECTraC staff. This process is a four level task analysis which incorporates the use of data from the 1971 Interim Report. The reader should refer to pages 31-55 and 205-238 of the 1971 Interim Report for a discussion of the procedures utilized in generating and clustering competencies.

Step I Clusters: A cluster represents a group of competencies judged to be interrelated. Twenty function-context clusters were empirically identified with each cluster considered a module topic. Within each cluster are three or more major competencies. Since the clusters resulted from the competency identification research, the first step of the specification process was completed at the conclusion of the Research Phase of the project. The cluster topics include the following:

1. Evaluating/Curriculum
2. Evaluating/Instruction
3. Evaluating/Materials and Media

Figure I. Module specification and development process.


Step I
CLUSTER
Step II
COMPETENCIES
Step III
COMPETENCY
COMPONENTS
Step IV
INSTRUCTIONAL
OBJECTIVES

4. Evaluating/Communication Processes
5. Evaluating/Support Systems
6. Developing/Curriculum
7. Developing/Instruction
8. Developing/Materials and Media
9. Developing/Communication Processes
10. Developing/Support Systems
11. Training/Instruction
12. Training/Materials and Media
13. Training/Communication Processes
14. Advising/Curriculum
15. Advising/Instruction
16. Advising/Materials and Media
17. Advising/Communication Processes
18. Advising/Support Systems
19. Serving as Liaison/Communication Processes
20. Serving as Liaison/Support Systems

Step II Competencies: Each competency was placed in a cluster through a Q-sort technique. Competencies were also ranked by importance within each cluster. As was the case in Step I of the specification process this second step was completed during the Research Phase. In some cases it was necessary to modify the wording of the original competency statements to add clarity and direction for module developers.

At this point all cluster (module) topics were broken down into three or more competencies. This allowed for an inspection of the general scope of content intended for the training curriculum. However, because the competency statements were rather general and involved a number of skills, they did not provide sufficient direction for producing activities. More specificity was needed to facilitate the development of training activities.

Step III Competency Components: This step represents the first level at which the staff utilized its collective judgment in breaking down the competency statements into more specific elements. As a means of clarifying the intent of the competency statements each competency statement was reduced to three or more competency components. The competency components are brief descriptive statements written in a general objective format from the perspective of the trainee. The procedure for carrying out this step involved the following:

1. The first two specification levels for each module were recorded on a chalkboard so that they were observable by the staff.

2. A brainstorming session was conducted in an attempt to identify the major skills and knowledge required to become proficient in the listed competencies. Represented in these sessions were the regular staff plus part-time persons who in all cases were teachers of exceptional children.

The goal was to break the competency down into three or more competency components. Once group concensus was reached, each competency component was written in a uniform format. The prefix "to assist the trainee in ...." was used to place emphasis on what the experience should do for the trainee and to differentiate these competency components from the broader competency statements and the more specific behaviorally stated objectives developed in Step IV. Once the competency components were transformed into a uniform format they were revised by persons not involved in their development. The purpose of this independent assessment was to check on their face validity and to determine if naive judges with expertise in education of exceptional children would relate the competency components to the competency statements in the same pattern as did the SECTraC staff. Where differences occured they were resolved through staff interaction.

Step IV Behaviorally Stated Objectives: This level represents the most specific level in the specification process. The intent of this step is to break each competency component down into a series of behaviorally stated objectives. The objectives are then used as the basis for designing instructional activities. In contrast to Step III where the procedure involved a cooperative staff effort, the behavioral objectives were written by individual staff members. Prior to assigning a staff member to the task of writing specific objectives, the staff collectively agreed on a format for writing objectives. The prefix "the trainee will be able to ...." was routinely applied, thus, emphasizing what the trainee would do in contrast to what the staff was attempting to accomplish through the activities written for each behavioral objective. It was also agreed that the objectives would indicate where possible the terminal behavior, conditions under which the behavior was to occur, and the evaluation criteria. It should be noted that each objective will appear in a training module in association with detailed instructional activities. Inbedded in these activities is specific information communicating what the trainee is to do to satisfy the behavioral objective. Thus, in some cases, an objective by itself does not meet all the requirements of a behavioral objective.

At the point a staff member was assigned to write specifications for a cluster (module) topic he already was familiar with the detailed intent of the cluster, as he had participated in the previous steps. The typical procedure followed by a staff member was to record the previous three steps on 3" x 5" cards and lay them out in a pattern approximating Figure 1. He then wrote behavioral objectives for each competency component in the sequence. When the objectives were completed they were edited to a uniform format and typed on 3" x 5" cards. At this point the total scheme of objectives was reviewed by the project staff. The editing and reviewing process involved subjecting the specifications for each cluster (module) to critical examination by staff members individually or in groups a minimum of four times.

This specification process resulted in a four level systematic presentation of the entire training curriculum. It made the task of searching for omissions and redundancies feasible. Further, the specifications allowed the total staff to become oriented to the overall curriculum prior to module development. Above all it made observable the detailed delineation of the behaviors which the program seeks to instill in trainees.

In essence each level of the specification process serves as an operational example of the previous step. Each broad cluster (module) topic is analyzed in successive steps with each reduction resulting in a more explicit definition of the cluster topic.

The major purpose of this process is to develop a set of specifications for each module which will serve as guidelines for the module developer. Specifications in this form can be viewed as a curriculum without activities. This is analogous to a curriculum guide which includes the full scope of sequenced subject matter without specific teaching materials.

Having completed the specification process four options were available for purposes of transforming the specifications into a training program:

1. A traditional lecture course model using the module specifications as syllabi could be employed. As long as the instructor respected the specifications and structured his lecture accordingly, many of the anticipated behaviors could presumably be attained.

2. Individuals or groups could be contracted with to produce modules according to the specifications. This would necessitate preparing guidelines on module format and orienting the contractors to the development process.

3. The specifications could be used as criteria for the selection and acquisition of available instructional activities or training modules Most likely this option would result in the acquisition of materials representing parts of modules.

4. The fourth option involves the development of modules unique to these specifications. This entails designing activities and evaluation procedures specific to each objective. The obvious advantage to this procedure is the enhanced validity of the experiences built into the activities, and the total module would be internally consistent. The two disadvantages are the inordinate investment in staff time and the expense of producing modules in this manner.

The SECTraC staff elected the fourth option in the production of its modules. However, options 2 and 3 will also be utilized where appropriate.

It is anticipated that for certain parts of modules it will be less expensive to contract with others to design and produce instructional activities. It is also apparent that many commercially prepared materials and modules available from other projects can be effectively utilized in SECTraC modules. The main process will thus be the independent development of modules with the other options exercised on a discretionary basis.

CHAPTER IV

RELATIONSHIP OF SPECIFICATIONS TO MODULE DEVELOPMENT

The SECTraC project operates on the principle that development is not initiated on a module until the specifications are completed and revised. This policy allows a wider range of professionals to be involved in the actual design of activities. The specifications add the rigor necessary to control module content and to assure continuity within modules and interrelatedness among modules.

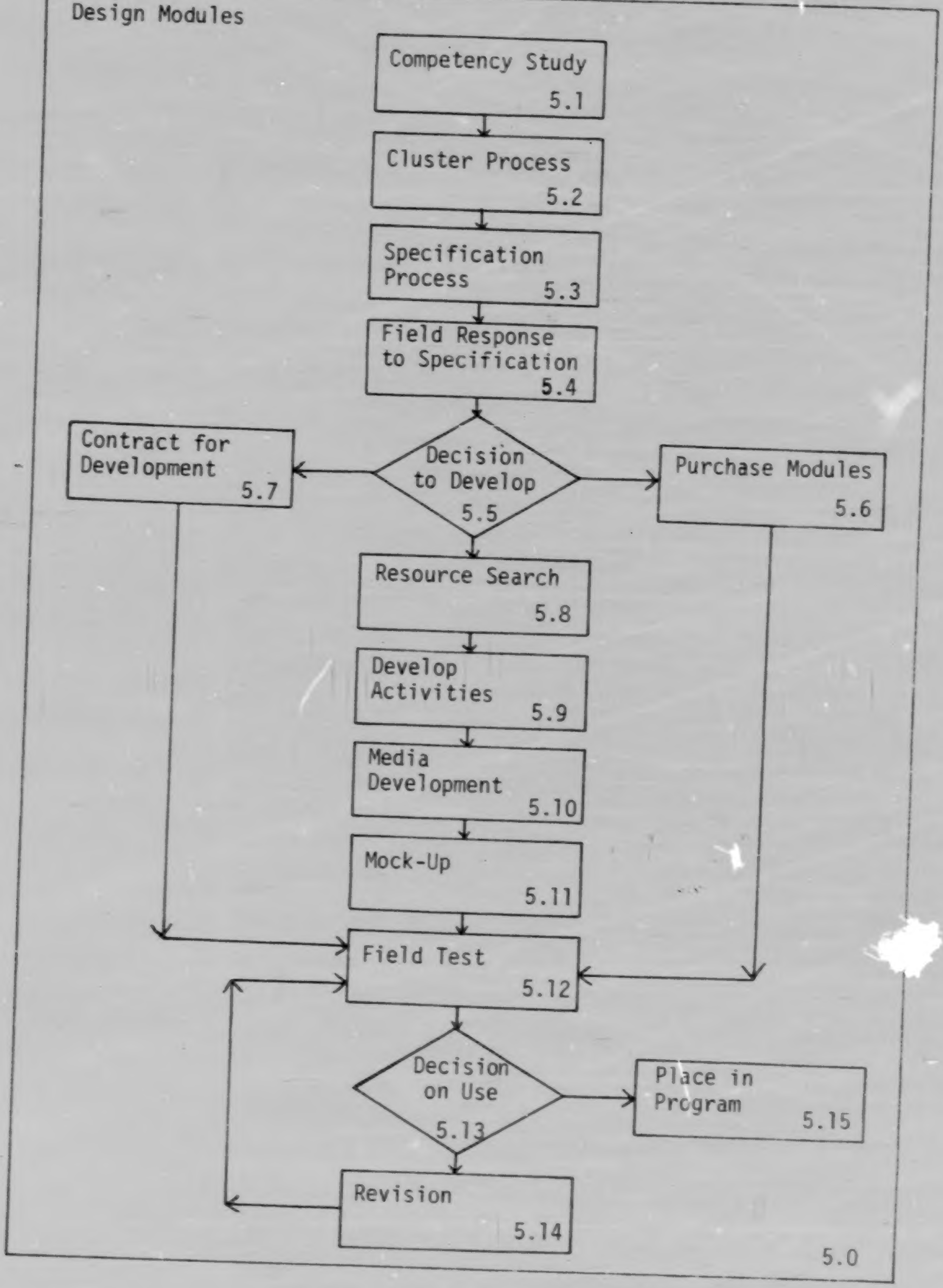
One staff member is assigned major responsibility for developing each module. This does not mean that the module which evolves is the product of one person's perspective. First, the specifications determine the nature of each activity, the basic content, and the focus of the target behavior. The individual responsible for developing a module is oriented toward using resource persons outside the staff as well as staff members during the development process. The staff member in media works closely with each module developer. For the most part, the module developer does his own research to determine resources available for activities. Consequently, his expertise in the content area of the module is enhanced by virtue of the process employed. The assignment of module topics to individual staff members or other developers is determined by their talent and experience.

Although subsequent reports will detail the module development process and provide sample modules, Figure II is included to illustrate the basic procedure followed in our module development process. Each module will be composed of four parts:

1. A Specifications Manual which reports the results of our specification process: the breakdown of each competency in the Module into competency components which are, in turn, reduced to behavioral objectives. The Specifications Manual also includes a narrative summation of the rationale and content of that Module.

2. A Trainee's Manual for each competency or element comprising that Module. Consequently, there will be from 1 to 11 Trainee's Manuals developed for each Module. The Trainee's Manual directs the trainee to the enabling activities developed to impart the skills and abilities necessary for him to successfully demonstrate competence in each behavioral objective specified. The enabling activities are developed at the behavioral objective level. Whenever supplementary materials or other resources are utilized, the enabling activity is coded to a resource file identified in the Trainee's Manual. In addition, because enabling activities are geared to the

Figure II. Developmental procedures in the development of modules.


Design Modules
Competency Study 5.1
Cluster Process 5.2
Specification Process 5.3
Field Response to Specification 5.4
Decision to Develop 5.5
Purchase Modules 5.6
Contract for Development 5.7
Resource Search 5.8
Develop Activities 5.9
Media Development 5.10
Mock-Up 5.11
Field Test 5.12
Decision on Use 5.13
Revision 5.14
Place in Program 5.15
5.0

highly specific behavioral objectives, the Trainee's Manual includes the substantive information and knowledge base required to place the independent enabling activities within a meaningful context for the trainee.

3. An Instructor's Manual for each competency or element comprising that Module. The Instructor's Manual incorporates all the information, instructional directives, and resource references reported in the Trainee's Manual. In addition to replicating the Trainee's Manual, the Instructor's Manual reports the evaluation criteria by which trainee performance is to be assessed.

4. Resource Files which supplement the Trainee's Manuals. Resource Files are utilized to accommodate those materials required for trainee learning and experience which are not amenable to inclusion in the Trainee's Manual. These Resource Files contain, for example, reprints of published and unpublished papers, manuscripts prepared by SECTraC staff, audio, visual, and audiovisual materials (including those commercially available, products of other funded projects, and those designed and developed by SECTraC), various report forms, and instructive questionnaires.

CHAPTER V

SPECIFICATION MANUALS

This chapter contains the Specification Manuals for each of the twenty modules proposed for the training program. Preceding the specifications for each module is a scope statement written as an introduction to the module. The trainee obtains a general orientation to the experiences contained in the module by reading this statement.

The number of competencies, competency components, and behaviorally stated objectives included in the module are listed following each scope statement.

Each set of specifications follows the same format. The four step specification process is distinquished by the numbering system and the unique wording used to introduce statements. For example:

1. a one digit number identifies the module topic.
1.1 a two digit number identifies the module and the competency.
1.1.1 a three digit number identifies the module, the competency, and the competency component.
1.1.1.1 a four digit number identifies the module, the competency, the competency component, and the behaviorally stated objective.

Within each level of specificity the competencies, competency components, and behavioral objectives are listed in serial order.

Each module topic is the same as the cluster topic. The other three levels uniformly begin with the following wording.

Competencies: A curriculum consultant should be capable of ....
Competency Component: To assist the trainee in ....
Behavioral Objective: The trainee will be able to ....

Each behavioral objective appearing in the Specification Manual has a unique number, though behavioral objectives may be repeated in more than one module as necessary. It should also be noted that it is anticipated that some objectives will be modified during the process of developing modules from these specifications.

THE TWENTY SECTraC SPECIFICATION MANUALS

1. Evaluating/Curriculum
2. Evaluating/Instruction
3. Evaluating/Materials and Media
4. Evaluating/Communication Processes
5. Evaluating/Support Systems
6. Developing/Curriculum
7. Developing/Instruction
8. Developing/Materials and Media
9. Developing/Communication Processes
10. Developing/Support Systems
11. Training/Instruction
12. Training/Materials and Media
13. Training/Communication Processes
14. Advising/Curriculum
15. Advising/Instruction
16. Advising/Materials and Media
17. Advising/Communication Processes
18. Advising/Support Systems
19. Serving as Liaison/Communication Processes
20. Serving as Liaison/Support Systems

MODULE #1: MODULE SPECIFICATIONS FOR:

Evaluating / Curriculum

TRAINEE'S MANUAL

Module #1: Evaluating / Curriculum

Module Scope: This module is designed to assist you in gaining familiarity with evaluation models applicable to curriculum development, understanding the role of evaluation in curriculum development, and becoming skilled in designing both formative and summative evaluation procedures. Specific attention is given to activities requiring you to review the literature on curriculum evaluation in addition to activities which engage you in evaluation decisions. You will gain skills in designing, analyzing, and applying evaluation procedures to curriculum development efforts.

Module Specifications: This module contains 3 competencies, 11 competency components, and 46 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 1

EVALUATING/CURRICULUM

COMPETENCY 1.1: *A curriculum consultant should be capable of providing leadership in designing and implementing an evaluation approach to curriculum development.*

Competency Component:

1.1.1: To assist trainees in gaining familiarity with sources of information on the evaluation of curriculum.

BEHAVIORAL OBJECTIVES:

1.1.1.1 The trainee will be able to use library-housed reference materials to locate information on the evaluation of curriculum.

1.1.1.2 The trainee will be able to utilize the services offered by ERIC to locate material on the evaluation of curriculum.

1.1.1.3 The trainee will be able to identify three periodicals which routinely publish information relevant to the evaluation of curriculum.

Competency Component:

1.1.2: To assist trainees in gaining familiarity with evaluation models applicable to curriculum development.

BEHAVIORAL OBJECTIVES:

1.1.2.1 The trainee will be able to identify two major evaluation models and the authors associated with them which are applicable to curriculum development.

1.1.2.2 The trainee will be able to describe the relative strengths and weaknesses of identified evaluation models.

1.1.2.3 The trainee will be able to demonstrate familiarity with three different views held on the evaluation of curriculum as reflected in conference presentations, position papers, and other arm-chair types of communiques.

Competency Component:

1.1.3: To assist trainees in gaining familiarity with operational examples of approaches to curriculum evaluation.

BEHAVIORAL OBJECTIVES:

1.1.3.1 The trainee will be able to locate three evaluation products (interim or final reports, summaries, etc.) resulting from three different curriculum projects.

1.1.3.2 The trainee will be able to describe the relative strengths and weaknesses of identified evaluation products from different curriculum projects.

Competency Component:

1.1.4: To assist trainees in becoming knowledgeable of the variables in curriculum development which must be considered in developing an evaluation plan.

BEHAVIORAL OBJECTIVES:

1.1.4.1 The trainee will be able to develop a position paper on the relationship of behavioral objectives to curriculum evaluation.

1.1.4.2 The trainee will be able to justify content validity, sequence, content integration, and the appropriateness of learning experiences, as content variables warranting attention in the evaluation of curriculum.

1.1.4.3 The trainee will be able to justify cognitive abilities, cultural background, and prior educational history, as learner variables warranting attention in the evaluation of curriculum.

1.1.4.4 The trainee will be able to justify format, teacher characteristics, and administrative structure, as structural variables warranting attention in the evaluation of curriculum.

COMPETENCY 1.2: *A curriculum consultant should be capable of developing formative and summative evaluation procedures applicable to curriculum development efforts.*

Competency Component:

1.2.1: To assist trainees in designing formative evaluation procedures for a curriculum development project.

BEHAVIORAL OBJECTIVES:

1.2.1.1 The trainee will be able to describe the use of objective and subjective evaluation processes in evaluating curriculum.

1.2.1.2 The trainee will be able to define formative evaluation from the perspective of curriculum development.

1.2.1.3 The trainee will be able to describe in detail the views on formative evaluation held by two persons nationally known for their work in evaluation.

1.2.1.4 The trainee will be able to identify the variables in curriculum development which should be considered in formative evaluation.

1.2.1.5 The trainee will be able to prepare a formative evaluation plan for a local curriculum development project.

1.2.1.6 The trainee will be able to determine the strengths and weaknesses of the formative evaluation plan for a selected curriculum development project.

Competency Component:

1.2.2: To assist trainees in designing a formative field testing plan.

BEHAVIORAL OBJECTIVES:

1.2.2.1 The trainee will be able to determine what aspects of a curriculum project warrant formative field testing.

1.2.2.2 The trainee will be able to analyze a curriculum development project to identify the variables which should be considered in a formative field test.

1.2.2.3 The trainee will be able to develop a set of criteria for formative field testing of curriculum products.

1.2.2.4 The trainee will be able to determine the number, location, and characteristics of the prospective sites required to effectively execute a formative field test of a particular curriculum product.

1.2.2.5 The trainee will be able to design the data collecting procedure for a formative field testing project.

1.2.2.6 The trainee will be able to develop a manual of procedures for formative field testing of a curriculum product.

1.2.2.7 The trainee will be able to prepare a timeline plan for formative field testing a curriculum product using systems analysis and flow charting.

Competency Component:

1.2.3: To assist trainees in designing summative evaluation procedures applicable to curriculum development.

BEHAVIORAL OBJECTIVES:

1.2.3.1 The trainee will be able to define summative evaluation from the perspective of curriculum development.

1.2.3.2 The trainee will be able to describe in detail the views on summative evaluation held by two people nationally known for their work in evaluation.

1.2.3.3 The trainee will be able to identify the variables in curriculum development which should be considered in summative evaluation.

1.2.3.4 The trainee will be able to prepare a summative evaluative plan for a local curriculum development project.

1.2.3.5 The trainee will be able to determine the strengths and weaknesses of a summative evaluation plan for a selected curriculum development project.

Competency Component:

1.2.4: To assist trainees in designing a summative field testing plan.

BEHAVIORAL OBJECTIVES:

1.2.4.1 The trainee will be able to determine what aspects of a curriculum project warrant summative field testing.

1.2.4.2 The trainee will be able to analyze a curriculum development project to identify the variables which should be considered in a summative field test.

1.2.4.3 The trainee will be able to develop a set of criteria for summative field testing of curriculum products.

1.2.4.4 The trainee will be able to determine the number, location and characteristics of the prospective sites required to effectively execute a summative field test of a particular curriculum product.

1.2.4.5 The trainee will be able to design the data collecting procedure for a summative field testing project.

1.2.4.6 The trainee will be able to develop a manual of procedures for summative field testing of a curriculum product.

1.2.4.7 The trainee will be able to prepare a time-line plan for summative field testing of a curriculum product using systems analysis and flow charting.

COMPETENCY 1.3: *A curriculum consultant should be capable of interpreting evaluation data on curriculum development.*

Competency Component:

1.3.1: To assist trainees in identifying resources on the interpretation of evaluation data.

BEHAVIORAL OBJECTIVES:

1.3.1.1 The trainee will be able to identify three major references on curriculum evaluation procedures which discuss data interpretation.

1.3.1.2 The trainee will be able to locate two available curriculum evaluation reports.

1.3.1.3 The trainee will be able to review a curriculum evaluation report and identify the data related to content, learner, and structure variables.

Competency Component:

1.3.2: To assist trainees in relating evaluation data to curriculum development project objectives.

BEHAVIORAL OBJECTIVES:

1.3.2.1 The trainee will be able to identify the behavioral objectives and their associated evaluation data given a sample curriculum evaluation report.

1.3.2.2 The trainee will be able to determine the validity of the data collecting procedures and instruments used in a sample curriculum evaluation project.

1.3.2.3 The trainee will be able to determine the accuracy of the interpretations reported in a sample curriculum evaluation report.

Competency Component:

1.3.3: To assist trainees in preparing curriculum evaluation reports.

BEHAVIORAL OBJECTIVES:

1.3.3.1 The trainee will be able to relate behavioral objectives to formative and summative evaluation efforts given sample evaluation data.

1.3.3.2 The trainee will be able to differentiate between evaluation reports designed for lay, administrative, and teacher groups.

1.3.3.3 The trainee will be able to write an evaluation summary for a sample curriculum project given the evaluation data.

MODULE #2: MODULE SPECIFICATIONS FOR:

Evaluating / Instruction

TRAINEE'S MANUAL

Module #2: Evaluating / Instruction

Module Scope: This module is designed to acquaint you with techniques for evaluating selected aspects of instruction. Emphasis is given to evaluating teacher effectiveness, utilizing pupil performance data as indicators of quality of instruction, assess classroom management and instruction, and selecting personnel for instructional programming. Through performance of this module you will gain knowledge of evaluation techniques and be involved in their application in simulated and real classroom situations.

Module Specifications: This module contains five competencies, 19 competency components, and 61 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 2

EVALUATING/INSTRUCTION

COMPETENCY 2.1: *A curriculum consultant should be capable of implementing various evaluation techniques for assessing teacher effectiveness (e.g., peer evaluation, observational techniques, self-appraisal scales).*

Competency Component:

2.1.1: To assist the trainee in identifying current issues and philosophies regarding the evaluation of instruction.

BEHAVIORAL OBJECTIVES:

2.1.1.1 The trainee will be able to identify and summarize the theoretical views of selected educators regarding the evaluation of instruction.

2.1.1.2 The trainee will be able to identify and summarize the current positions taken by prominent educators regarding the concept of educational accountability as it relates to teacher evaluation.

2.1.1.3 The trainee will be able to summarize the writings of selected educators regarding criterion and methodological problems in evaluating instruction.

2.1.1.4 The trainee will be able to summarize the role and position taken by professional education organizations on issues in the evaluation of instruction.

2.1.1.5 The trainee will be able to prepare a position paper on his own philosophy regarding the evaluation of instruction.

Competency Component:

2.1.2: To assist the trainee in identifying and analyzing techniques and instruments for evaluating teacher [illegible]ctiveness.

BEHAVIORAL OBJECTIVES:

2.1.2.1 The trainee will be able to prepare a summary of current practices in evaluating teacher effectiveness.

2.1.2.2 The trainee will be able to contrast and compare the procedures commonly used to evaluate teacher effectiveness.

2.1.2.3 The trainee will be able to identify and discuss the commonalities and differences among the types of criteria used in various teacher evaluation instruments.

Competency Component:

2.1.3: To assist trainees in developing an understanding of the ethics involved in evaluating the performance of school staff members.

BEHAVIORAL OBJECTIVES:

2.1.3.1 The trainee will be able to demonstrate understanding of the use and misuse of teacher performance evaluations by discussing the positions taken by the major professional groups.

2.1.3.2 The trainee will be able to develop his own philosophy concerning the ethical aspects of teacher performance evaluation.

2.1.3.3 The trainee will be able to describe and support his own opinions regarding the ethics of selected practices in evaluating teachers.

Competency Component:

2.1.4: To assist the trainee in understanding the factors which influence the selection and use of teacher evaluation techniques.

BEHAVIORAL OBJECTIVES:

2.1.4.1 The trainee will be able to discuss the implications of variability in school district characteristics (e.g., administrative structure, teacher turnover, socio-economic nature of community) on the selection and use of teacher evaluation techniques.

2.1.4.2 The trainee will be able to develop a system for analyzing a given school system for selected characteristics.

2.1.4.3 The trainee will be able to rate a specified school system on selected characteristics.

2.1.4.4 The trainee will be able to determine the purposes of and techniques used by a school district to evaluate teacher effectiveness.

2.1.4.5 The trainee will be able to discuss the relationship between the characteristics of the school district and the district's purposes and goals for using their particular teacher evaluation technique.

2.1.4.6 The trainee will be able to prepare a set of recommendations for a school district relative to its teacher evaluation program.

Competency Component:

2.1.5: To assist the trainee in implementing or improving teacher evaluation procedures in a school district.

BEHAVIORAL OBJECTIVES:

2.1.5.1 The trainee will be able to list the conditions in any school district that would influence the procedures employed in implementing a new or changing an existing teacher evaluation practice.

2.1.5.2 The trainee will be able to analyze a given school district along the variables and conditions relevant to teacher evaluation procedures.

2.1.5.3 The trainee will be able to develop a set of procedures for establishing or changing a teacher evaluation program of a specified school system.

COMPETENCY 2.2 *A curriculum consultant should be capable of identifying learner variables relevant to the assessment of instruction.*

Competency Component:

2.2.1: To assist the trainee in interpreting pupil performance data as indicators of the quality of instruction.

BEHAVIORAL OBJECTIVES:

2.2.1.1 The trainee will be able to identify and define the pupil variables which can be used as criteria of effective instruction.

2.2.1.2 The trainee will be able to identify and summarize the current writings of selected educators regarding the use of pupil performance data as criteria in evaluating instruction.

2.2.1.3 The trainee will be able to use professional literature to gain information on standardized instruments for assessing pupil performance.

2.2.1.4 The trainee will be able to prepare a summary of standardized achievement test data for a simulated classroom situation.

2.2.1.5 The trainee will be able to prepare a summary of pupil performance data (other than achievement tests) for a simulated classroom situation.

2.2.1.6 The trainee will be able to prepare an analysis and interpretation of the effectiveness of an instructional program based on pupil performance data for a simulated school district.

Competency Component:

2.2.2: To assist the trainee in designing programs for the evaluation of pupil performance.

BEHAVIORAL OBJECTIVES:

2.2.2.1 The trainee will be able to define the basic components of a program to evaluate pupil performance.

2.2.2.2 The trainee will be able to list and define the purposes of a program to evaluate pupil performance.

2.2.2.3 The trainee will be able to construct a pupil evaluation program which encompasses the wide range of purposes to be served.

2.2.2.4 The trainee will be able to construct a pupil evaluation program for a simulated school district given data on the physical, financial, and personnel resources available.

Competency Component:

2.2.3: To assist the trainee in assessing a school district's use of pupil performance data in their instructional program.

BEHAVIORAL OBJECTIVES:

2.2.3.1 The trainee will be able to identify and classify the measures of pupil performance utilized by a specified school district.

2.2.3.2 The trainee will be able to determine the purpose(s) of the pupil evaluation program of a specified school district.

2.2.3.3 The trainee will be able to describe the relationship between the pupil performance measures used and the goals of a pupil evaluation program in a specified school district.

COMPETENCY 2.3: *A curriculum consultant should be capable of identifying the nature of teacher-pupil and pupil-pupil interaction in a classroom.*

Competency Component:

2.3.1: To assist the trainee in identifying aspects of classroom interaction and management which are relevant to evaluating instruction.

BEHAVIORAL OBJECTIVE:

2.3.1.1 The trainee will be able to define the variables relevant to classroom interaction and management.

Competency Component:

2.3.2: To assist the trainee in gaining familiarity with selected techniques and observation systems for studying the teacher-pupil and pupil-pupil interaction of a classroom.

BEHAVIORAL OBJECTIVES:

2.3.2.1 The trainee will be able to identify, describe, and compare three sociometric systems that analyze the peer culture of a classroom.

2.3.2.2 The trainee will be able to identify, describe, and compare five classroom interaction observation systems that analyze the nature of pupil-teacher interaction in a classroom.

2.3.2.3 The trainee will be able to use a sociometric system in a simulated classroom situation.

2.3.2.4 The trainee will be able to use a classroom interaction observation system in a simulated instructional situation.

Competency Component:

2.3.3: To assist the trainee in acquiring proficiency in the use of videotape equipment to record classroom incidents and observations.

BEHAVIORAL OBJECTIVES:

2.3.3.1 The trainee will be able to set up, operate, and dismantle a commonly used VTR system.

2.3.3.2 The trainee will be able to write a set of procedures to be followed in arranging for and conducting a VTR session of a teacher and/or his classroom.

2.3.3.3 The trainee will be able to prepare a videotape of an actual classroom situation.

Competency Component:

2.3.4: To assist the trainee in developing the ability to interpret classroom interaction data to teachers.

BEHAVIORAL OBJECTIVES:

2.3.4.1 The trainee will be able to develop a set of procedures for presenting classroom interaction data and recommendations to a teacher.

2.3.4.2 The trainee will be able to develop recommendations for classroom practices given sociometric and/or classroom interaction data.

COMPETENCY 2.4: *A curriculum consultant should be capable of assessing teacher performance in classroom management.*

Competency Component:

2.4.1: To assist the trainee in determining the system of classroom management being used in a classroom and the implications for teacher-pupil and pupil-pupil interaction.

BEHAVIORAL OBJECTIVES:

2.4.1.1 The trainee will be able to identify classroom incidents that would be indicative of specific classroom management orientations.

2.4.1.2 The trainee will be able to write a description of the classroom management orientation employed after observing in a specified classroom.

Competency Component:

2.4.2: To assist the trainee in analyzing instructional activities in terms of their appropriateness to specific learner variables.

BEHAVIORAL OBJECTIVES:

2.4.2.1 The trainee will be able to identify and discuss the variables to be considered when analyzing instructional activities.

2.4.2.2 The trainee will be able to develop a set of procedures for analyzing instructional activities in a classroom setting.

2.4.2.3 The trainee will be able to evaluate the appropriateness of the instructional activities conducted in a specified classroom.

Competency Component:

2.4.3: To assist the trainee in identifying classroom organizational procedures which may contribute to good or bad classroom management.

BEHAVIORAL OBJECTIVES:

2.4.3.1 The trainee will be able to develop a method for analyzing classroom procedures and routines.

2.4.3.2 The trainee will be able to identify and develop criteria for the variables considered in analyzing classroom procedures and routines.

2.4.3.3 The trainee will be able to analyze the contribution of classroom procedures to efficient classroom management in a specified classroom situation.

COMPETENCY 2.5: *A curriculum consultant should be capable of selecting personnel skilled to assume specific roles in the instructional program.*

Competency Component:

2.5.1: To assist the trainee in analyzing instructional programs to determine the roles currently being filled and the specific competencies that are required for unfilled roles.

BEHAVIORAL OBJECTIVES:

2.5.1.1 The trainee will be able to ascertain the functional roles (e.g., instructing, counseling) required by a given instructional situation.

2.5.1.2 The trainee will be able to analyze the tasks performed by instructional program personnel to determine the functional roles those persons fill.

2.5.1.3 The trainee will be able to determine competencies needed to satisfy the necessary roles not being performed in an instructional system.

Competency Component:

2.5.2: To assist trainees in developing a job description.

BEHAVIORAL OBJECTIVES:

2.5.2.1 The trainee will be able to identify and describe the elements of a job description.

2.5.2.2 The trainee will be able to construct job descriptions for specific positions in a school district.

Competency Component:

2.5.3: To assist the trainee in appraising an instructional staff to identify unique attributes, skills, and talents which might enhance the development or acceptance of new curricular or instructional practices.

BEHAVIORAL OBJECTIVES:

2.5.3.1 The trainee will be able to list and define attributes of instructional staff members which would assist in the acceptance of innovative instructional practices by them and others in the school district.

2.5.3.2 The trainee will be able to formulate a method for judging school personnel along selected variables which would reflect their willingness to accept innovative practices.

2.5.3.3 The trainee will be able to prepare a summary of the attitudes of staff members toward innovation in instructional practices utilizing data gathered from a specified school district.

Competency Component:

2.5.4: To assist the trainee in determining the procedures for contacting desired personnel.

BEHAVIORAL OBJECTIVES:

2.5.4.1 The trainee will be able to develop a set of procedures to be utilized in securing the services of personnel determined to be needed in a school system.

2.5.4.2 The trainee will be able to devise procedures to be followed in redirecting the services of personnel currently involved in a district's instructional program.

MODULE #3: MODULE SPECIFICATIONS FOR:

Evaluating/Materials and Media

TRAINEE'S MANUAL

Module #3: Evaluating/Materials and Media

Module Scope: This module is designed to assist you in gaining proficiency in the evaluation of instructional materials and media. The approach followed is one of initially acquainting you with the wide range of materials and media available for the education of exceptional children. The prescribed activities then proceed to direct your attention to those characteristics of materials and media as well as those characteristics of an instructional setting which are relevant to materials and media evaluation. Finally, you will become knowledgeable of existing evaluation models, and gain the skills necessary to both develop and apply evaluation models to instructional materials and media.

Module Specifications: This module contains 4 competencies, 11 competency components, and 43 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 3

EVALUATING/MATERIALS & MEDIA

COMPETENCY 3.1: *A curriculum consultant should be familiar with the variety of instructional materials and media available to teachers of exceptional education.*

Competency Component:

3.1.1: To assist trainees in gaining familiarity with sources of information on materials and media availability.

BEHAVIORAL OBJECTIVES:

3.1.1.1 The trainee will be able to specify five journals which routinely announce the availability of new instructional materials for special education.

3.1.1.2 The trainee will be able to demonstrate effective utilization of the special education IMC-RMC Network for gaining information pertaining to available instructional materials.

3.1.1.3 The trainee will be able to list 30 commercial producers of special education instructional materials and two specific materials manufactured by each.

3.1.1.4 The trainee will be able to demonstrate his ability to successfully acquire an appropriate instructional material from a commercial producer upon being given the specifications of a particular instructional problem.

Competency Component:

3.1.2: To assist trainees in gaining familiarity with the special education instructional materials available in each of the curriculum areas.

BEHAVIORAL OBJECTIVES:

3.1.2.1 The trainee will be able to list five language arts materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

3.1.2.2 The trainee will be able to list five social studies materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

3.1.2.3 The trainee will be able to list five mathematics materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

3.1.2.4 The trainee will be able to list five science materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

3.1.2.5 The trainee will be able to list five health, safety, and physical education materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

3.1.2.6 The trainee will be able to list five practical arts and vocational education materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

Competency Component:

3.1.3: To assist trainees in achieving success in the accurate implementation of a variety of instructional materials and media.

BEHAVIORAL OBJECTIVES:

3.1.3.1 The trainee will be able to demonstrate the appropriate use of three language arts materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

3.1.3.2 The trainee will be able to demonstrate the appropriate use of three social studies materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

3.1.3.3 The trainee will be able to demonstrate the appropriate use of three mathematics materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

3.1.3.4 The trainee will be able to demonstrate the appropriate use of three science materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

3.1.3.5 The trainee will be able to demonstrate the appropriate use of three health, safety, and physical education materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

3.1.3.6 The trainee will be able to demonstrate the appropriate use of three practical arts and vocational education materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

COMPETENCY 3.2: *A curriculum consultant should be knowledgeable of those characteristics of instructional materials and media as well as the characteristics of the instructional setting which are relevant to materials and media evaluation.*

Competency Component:

3.2.1: To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

BEHAVIORAL OBJECTIVES:

3.2.1.1 The trainee will be able to list five physical characteristics of instructional materials and media which should be considered in the evaluation process.

3.2.1.2 The trainee will be able to evaluate the publisher's information (e.g., quality of teacher's manual, accuracy of information provided) accompanying any instructional materials or media.

3.2.1.3 The trainee will be able to assess the cost efficiency (in terms of time and money) of any instructional material as part of the evaluation process.

3.2.1.4 The trainee will be able to list 10 format variables (e.g., programmed, individualized) relevant to instructional materials and media which should be considered in the evaluation process.

3.2.1.5 The trainee will be able to list 10 learner relevant skills (e.g., attention span; perceptual-motor ability) which may require remediation and specify two instructional materials appropriate for each.

Competency Component:

3.2.2: To assist the trainee in gaining familiarity with those characteristics of an instructional settings which are relevant to the evaluation of instructional materials and media.

BEHAVIORAL OBJECTIVES:

3.2.2.1 The trainee will be able to identify the physical characteristics of an instructional setting (e.g., storage space, electrical outlets) which should be considered as part of the materials and media evaluation process.

3.2.2.2 The trainee will be able to identify the non-physical characteristics of an instructional setting (e.g., budget, number of pupils to be served) which should be considered as part of the materials and media evaluation process.

3.2.2.3 The trainee will be able to identify the teacher characteristics (e.g., experience, preferred teaching mode) which should be considered as part of the materials and media evaluation process.

3.2.2.4 The trainee will be able to identify the pupil characteristics (e.g., chronological age, grade level) which should be considered as part of the materials and media evaluation process.

Competency Component:

3.2.3: To assist the trainee in understanding the importance of the interaction of instructional problem, instructional setting, and materials characteristics in the evaluation of instructional materials and media.

BEHAVIORAL OBJECTIVES:

3.2.3.1 The trainee will be able to arrange the characteristics of instructional materials and media relevant to evaluation in hierarchies of importance which vary as a function of the type of instructional setting specified.

3.2.3.2 The trainee will be able to arrange the characteristics of instructional materials and media relevant to evaluation in hierarchies of importance which vary as a function of the type of instructional problem specified.

COMPETENCY 3.3: *A curriculum consultant should be familiar with the existing knowledge (published and unpublished literature including proposed evaluation models) relative to the evaluation of instructional materials and media.*

Competency Component:

3.3.1: To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

BEHAVIORAL OBJECTIVES:

3.3.1.1 The trainee will be able to use library housed reference materials to locate information on the evaluation of instructional materials and media.

3.3.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on the evaluation of instructional materials and media.

3.3.1.3 The trainee will be able to utilize the services offered by the IMC-RMC Network to obtain information on the evaluation of instructional materials and media.

Competency Component:

3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

BEHAVIORAL OBJECTIVES:

3.3.2.1 The trainee will be able to identify the major instructional material evaluation models and the authors associated with them.

3.3.2.2 The trainee will be able to discuss the relative strengths and weaknesses of various instructional materials evaluation models.

3.3.2.3 The trainee will be able to identify the existing and on-going research relative to the evaluation of instructional materials and media.

3.3.2.4 The trainee will be able to demonstrate his familiarity with the existing non-research based literature (e.g., arm-chaired discussions) on the evaluation of instructional materials and media.

COMPETENCY 3.4: *A curriculum consultant should be capable of performing effective evaluations of instructional materials and media.*

Competency Component:

3.4.1: To assist the trainee in gaining the skills necessary to develop and apply evaluation models to instructional materials and media.

BEHAVIORAL OBJECTIVES:

3.4.1.1 The trainee will be capable of applying existing evaluation models to any specified instructional material or media.

3.4.1.2 The trainee will be capable of developing an evaluation model applicable to instructional materials and media.

3.4.1.3 The trainee will be capable of applying an evaluation model of his own design to a specified instructional material or media.

Competency Component:

3.4.2: To assist the trainee in gaining proficiency in the evaluation of instructional materials and media in relationship to specified instructional systems.

BEHAVIORAL OBJECTIVES:

3.4.2.1 The trainee will be capable of evaluating the desirability of any instructional material or media given a specified one-to-one teaching situation.

3.4.2.2 The trainee will be capable of evaluating the desirability of any instructional material or media given a specified self-contained classroom.

3.4.2.3 The trainee will be capable of evaluating the desirability of any instructional material or media given the specifications of a particular school setting.

3.4.2.4 The trainee will be capable of evaluating the desirability of any instructional material or media given the specifications of a particular school district.

Competency Component:

3.4.3: To assist the trainee in gaining proficiency in the evaluation of instructional materials and media in relationship to the purpose it serves within the instructional system.

BEHAVIORAL OBJECTIVES:

3.4.3.1 The trainee will be capable of evaluating the desirability of any specified instructional material for use as a core material.

3.4.3.2 The trainee will be capable of evaluating the desirability of any specified instructional material for use as a supplementary material.

MODULE #4: MODULE SPECIFICATIONS FOR:

Evaluating/Communication Processes

TRAINEE'S MANUAL

Module #4: Evaluating/Communication Processes

Module Scope: This module is designed to assist you in acquiring proficiency in the evaluation of communication processes relevant to your interaction with educational personnel responsible for the instruction of exceptional children. Initial activities focus on the identification of formal and informal communication processes, the determination of the organizational structure of a school district, the identification of established communication vehicles, and the delineation of existing informal communication channels. The second module element is concerned with the analysis of your own effectiveness in the communications aspects inherent in the role of curriculum consultant, and training in appropriate written and verbal communication performance. The third module element concentrates on the development of an evaluation model for assessing the effectiveness of communication procedures relative to curriculum and instruction for exceptional students.

Module Specifications: This module contains 3 competencies, 10 competency components, and 43 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 4

EVALUATING/COMMUNICATION PROCESSES

COMPETENCY 4.1: *A curriculum consultant should be capable of identifying formal and informal communication processes relative to the education of exceptional children which are operational within a school system.*

Competency Component:

4.1.1: To assist trainees in determining the organizational structure of a school district for purposes relevant to communication.

BEHAVIORAL OBJECTIVES:

4.1.1.1 The trainee will be able to identify the administration, support, and teaching roles in a school system.

4.1.1.2 The trainee will be able to construct an organizational chart which includes the administration, support, and teaching positions of a selected school district.

4.1.1.3 The trainee will be able to describe the lines of authority from the position of special class teacher through that of the superintendent.

4.1.1.4 The trainee will be able to distinguish lines of communication and lines of authority from the position of special class teacher through that of the superintendent.

Competency Component:

4.1.2: To assist trainees in identifying established communication vehicles (i.e., staff meetings, memos, newsletters, special committees, etc.) which are applicable to the improvement of instruction for exceptional children.

BEHAVIORAL OBJECTIVES:

4.1.2.1 The trainee will be able to describe the types of communication problems encountered by a curriculum consultant.

4.1.2.2 The trainee will be able to describe the circumstances under which written forms of communication are more appropriate than verbal forms of communication in the role of a curriculum consultant.

4.1.2.3 The trainee will be able to describe the circumstances under which verbal forms of communication are more appropriate than written forms of communication in the role of a curriculum consultant.

4.1.2.4 The trainee will be able to identify routine communication procedures utilized by school personnel to disseminate information.

4.1.2.5 The trainee will be able to differentiate between communication procedures which directly relate to instructional programs for exceptional children and procedures which are only tangentially related.

4.1.2.6 The trainee will be able to prepare an example of a communique directly relating to instructional programs for exceptional children.

4.1.2.7 The trainee will be able to prepare an example of a communique tangentially related to instructional programs for exceptional children.

Competency Component:

4.1.3: To assist the trainee in ascertaining informal channels of communication, i.e., who relates to whom and for what purposes.

BEHAVIORAL OBJECTIVES:

4.1.3.1 The trainee will be able to define what is meant by informal communication processes.

4.1.3.2 The trainee will be able to provide a written rationale for the use of informal communication processes.

4.1.3.3 The trainee will be able to describe four examples of informal communication processes.

4.1.3.4 The trainee will be able to differentiate the formal and informal communication processes utilized by a particular teacher.

COMPETENCY 4.2: *A curriculum consultant should be capable of analyzing his own effectiveness in communicating with others regarding his professional role.*

Competency Component:

4.2.1: To assist the trainee in identifying those aspects of his role as a curriculum consultant which involve communication.

BEHAVIORAL OBJECTIVES:

4.2.1.1 The trainee will be able to describe the basic requirements of effective communication.

4.2.1.2 The trainee will be able to identify the modes of communication most likely to be employed by a curriculum consultant.

4.2.1.3 The trainee will be able to identify consulting tasks which involve the dissemination, retrieval, or exchange of information.

4.2.1.4 The trainee will be able to delineate the various people within a school setting who are or should be involved in selected consultation tasks.

Competency Component:

4.2.2: To assist the trainee in assessing his performance in applying written and verbal modes of communication.

BEHAVIORAL OBJECTIVES:

4.2.2.1 The trainee will be able to analyze his verbal communiques to determine his ability to effectively communicate through verbal communication.

4.2.2.2 The trainee will be able to analyze his written communiques to determine his ability to effectively communicate through written communication.

4.2.2.3 The trainee will be able to identify specific strengths and weaknesses in both written and verbal communications.

4.2.2.4 The trainee will be able to develop procedures for overcoming the weaknesses of specified written and verbal communications.

4.2.2.5 The trainee will be able to determine whether his verbal and written communications meet the communication objectives intended.

4.2.2.6 The trainee will be able to develop guidelines for constructing and enhancing written and verbal communiques.

Competency Component:

4.2.3: To assist the trainee in determining the communication vehicles most effective to use in selected educational situations.

BEHAVIORAL OBJECTIVES:

4.2.3.1 The trainee will be able to delineate the strengths and weaknesses of various communication vehicles.

4.2.3.2 The trainee will be able to determine the most effective communication vehicle to use in a specified situation.

4.2.3.3 The trainee will be able to predict possible outcomes from the use of particular communication vehicles.

Competency Component:

4.2.4: To assist the trainee in conducting a self-analysis of his strengths and weaknesses in communicating with others.

BEHAVIORAL OBJECTIVES:

4.2.4.1 The trainee will be able to construct a comprehensive checklist identifying the basic features of effective communications and apply it to his ability to communicate with others.

4.2.4.2 The trainee will be able to analyze a video and/or audio tape of himself in a dialogue situation and identify positive and negative aspects of his performance.

4.2.4.3 The trainee will be able to develop procedures for overcoming his identified weaknesses in communicating with others.

COMPETENCY 4.3: *A curriculum consultant should be capable of developing an evaluation model for assessing the effectiveness of existing communication procedures relative to curriculum and instruction for exceptional children in a given school district.*

Competency Component:

4.3.1: To assist the trainee in analyzing consulting tasks to determine those which necessitate systematic communication procedures.

BEHAVIORAL OBJECTIVES:

4.3.1.1 The trainee will be able to identify consulting tasks which involve the dissemination, retrieval, or exchange of information.

4.3.1.2 The trainee will be able to delineate the various people within a school setting who are or should be involved in selected consultation tasks.

4.3.1.3 The trainee will be able to examine a consultation situation and delineate the objective of the consultation, the target individual(s), and the type(s) of communication(s) which should be involved.

Competency Component:

4.3.2: To assist the trainee in determining the requirements of an effective communication system.

BEHAVIORAL OBJECTIVES:

4.3.2.1 The trainee will be able to determine the expectations of school personnel relative to various modes of communication.

4.3.2.2 The trainee will be able to describe the basic features of an effective communication system.

4.3.2.3 The trainee will be able to provide a logical rationale for the use of a particular communication system by a curriculum consultant.

4.3.2.4 The trainee will be able to analyze a sample communication system to determine its inclusion of basic communication features.

Competency Component:

4.3.3: To assist the trainee in the development of a process which allows a curriculum consultant to assess the degree to which an existing communication system meets identified needs.

BEHAVIORAL OBJECTIVES:

4.3.3.1 The trainee will be able to develop a PERT for carrying out the analysis of an existing communication system.

4.3.3.2 The trainee will be able to analyze an existing communication system to determine its effectiveness in meeting its identified goals.

MODULE #5: MODULE SPECIFICATIONS FOR:

Evaluating / Support Systems

TRAINEE'S MANUAL

Module #5: The purpose of this module is to orient you to the many variables which need to be considered when evaluating support systems. The primary emphasis is on your role as a change agent in the process of support system evaluation. Support systems refers to in-service training programs, good teaching and learning conditions, acquisition of needed instructional materials, and utilization of consultant services. In addition, this module incorporates financial resources and parental involvement in programming for exceptional children into the definition of support services. You will first be introduced to procedures in the area of need assessment with subsequent activities requiring you to apply these assessment procedures. The goal is to facilitate your developing of evaluation skills applicable to support services.

Module Specifications: This module contains 5 competencies, 16 competency components, and 68 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 5

EVALUATING/SUPPORT SYSTEMS

COMPETENCY 5.1: *A curriculum consultant should be capable of providing leadership in needs assessment.*

Competency Component:

5.1.1: To assist the trainee in becoming familiar with needs assessment techniques.

BEHAVIORAL OBJECTIVES:

5.1.1.1 The trainee will be able to demonstrate familiarity with the current literature available on needs assessment applicable to support systems.

5.1.1.2 The trainee will be able to describe the major elements of needs assessment.

Competency Component:

5.1.2: To assist the trainee in communicating to administrators the importance of needs assessment to planning support systems.

BEHAVIORAL OBJECTIVES:

5.1.2.1 The trainee will be able to describe support systems essential to services for exceptional children.

5.1.2.2 The trainee will be able to determine the degree to which a local school district provides necessary support systems for exceptional children.

COMPETENCY 5.2: *A curriculum consultant should be capable of evaluating in-service training programs.*

Competency Component:

5.2.1: To assist the trainee in determining in-service needs.

BEHAVIORAL OBJECTIVES:

5.2.1.1 The trainee will be able to review a school district's curriculum for exceptional children and identify specific areas which could be improved through in-service training.

5.2.1.2 The trainee will be able to obtain teacher input regarding curricular and instructional problems which could be coped with through in-service training.

5.2.1.3 The trainee will be able to identify new instructional practices and instructional materials which would be appropriate topics for in-service training for teachers of exceptional children.

5.2.1.4 The trainee will be able to describe twelve in-service training workshops which would be appropriate for teachers of exceptional children in a selected school district.

5.2.1.5 The trainee will be able to develop a plan of action which would motivate school district personnel to assess their in-service training program.

Competency Component:

5.2.2: To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

BEHAVIORAL OBJECTIVES:

5.2.2.1 The trainee will be able to identify personnel currently responsible for organizing and coordinating in-service training for teachers of exceptional children in a given school district.

5.2.2.2 The trainee will be able to identify the current goals and objectives of the in-service training program for teachers of exceptional children in a given school district.

5.2.2.3 The trainee will be able to determine the financial resources currently allotted to in-service training for special education personnel in a given school district.

5.2.2.4 The trainee will be able to determine the extent of teacher involvement in decision-making regarding in-service training.

5.2.2.5 The trainee will be able to identify the procedures employed to reinforce teachers for their involvement in in-service training activities.

5.2.2.6 The trainee will be able to determine the extent to which a school district has affiliated with agencies such as higher education, state department of public instruction, and neighboring school districts in the designing and conducting of in-service training activities.

Competency Component:

5.2.3: To assist the trainee in determining the cost efficiency of current in-service training efforts.

BEHAVIORAL OBJECTIVES:

5.2.3.1 The trainee will be able to demonstrate his familiarity with two procedures for determining the cost efficiency of in-service training procedures.

5.2.3.2 The trainee will be able to demonstrate his ability to relate specific budget items to detailed in-service practices.

5.2.3.3 The trainee will be able to develop a budget for in-service training programs within a given school district which would be suitable for submission to the administration.

5.2.3.4 The trainee will be able to apply one of the two procedures identified in 5.2.3.1 in analyzing the cost efficiency of a specific in-service training program.

Competency Component:

5.2.4: To assist the trainee in identifying resources which a local school district could use for evaluating its in-service training program.

BEHAVIORAL OBJECTIVES:

5.2.4.1 The trainee will be able to assist in the articulation of specific goals for in-service training programs to serve teachers of exceptional children.

5.2.4.2 The trainee will be able to identify district personnel who should be directly involved in the evaluation process related to in-service training programs.

5.2.4.3 The trainee will be able to formulate behavioral objectives for in-service training programs given specified goals.

5.2.4.4 The trainee will be able to assist school personnel in developing formative evaluation procedures which involve internal and external assessments.

5.2.4.5 The trainee will be able to assist school district personnel in developing a summative evaluation procedure for assessing effects of in-service training programs.

5.2.4.6 The trainee will be able to assist local school district in developing a PERT or similar time frame approach to planning an in-service training program.

Competency Component:

5.2.5: To assist the trainee in formulating recommendations that would assist a local school district in evaluating its special education in-service training program.

BEHAVIORAL OBJECTIVES:

5.2.5.1 The trainee will be able to demonstrate to school administrators the need for evaluating in-service training programs.

5.2.5.2 The trainee will be able to specify the major ingredients of an evaluation report on in-service training programs.

5.2.5.3 The trainee will be able to determine the school district personnel who should have access to an evaluation report relative to in-service training.

5.2.5.4 The trainee will be able to develop a set of recommendations regarding the improvement of an in-service training program given relevant data or the opportunity to assess a program.

5.2.5.5 The trainee will be able to present an evaluation report to school administrators and/or a board of education on the effectiveness of an in-service training program.

COMPETENCY 5.3: *A curriculum consultant should be capable of evaluating special education program's utilization of consultive and service resources.*

Competency Component:

5.3.1: To assist the trainee in developing procedures for assessing the needs of a local district for consultive and/or service resources.

BEHAVIORAL OBJECTIVES:

5.3.1.1 The trainee will be able to describe the range of consultive and service resources required to provide comprehensive services to exceptional children.

5.3.1.2 The trainee will be able to differentiate between services typically provided by the public schools and those generally obtained via community and/or regional resources.

5.3.1.3 The trainee will be able to describe referral processes typically employed by local school districts in obtaining services from community and/or regional agencies.

5.3.1.4 The trainee will be able to develop a set of procedures for assisting local school districts in assessing their needs for consultive services.

5.3.1.5 The trainee will be able to advise a school district regarding those needed services which should be provided within the structure of the public schools and those which ought to be obtained from community or regional agencies.

Competency Component:

5.3.2: To assist the trainee in assessing the effectiveness of special education consultive services provided by the local school district.

BEHAVIORAL OBJECTIVES:

5.3.2.1 The trainee will be able to obtain information on the assigned role of all consultants employed by the public schools who provide services to special education personnel.

5.3.2.2 The trainee will be able to write job descriptions for identified consultants based on information provided by the administration.

5.3.2.3 The trainee will be able to ascertain the perceptions of teachers, consultants, and administrators regarding the roles carried out by consultants.

5.3.2.4 The trainee will be able to determine the degree to which consultants are able to meet the demands placed on them within a given school district.

5.3.2.5 The trainee will be able to develop a set of procedures for maximizing the utilization of consultive services by classroom teachers.

5.3.2.6 The trainee will be able to make recommendations regarding a systematic method for routinely evaluating the effectiveness of consultive services to classroom teachers.

5.3.2.7 The trainee will be able to describe an effective teacher-consultant relationship.

Competency Component:

5.3.3: To assist the trainee in determining the use made of community and regional agencies by public school districts to serve exceptional children.

BEHAVIORAL OBJECTIVES:

5.3.3.1 The trainee will be able to identify community and regional agencies which typically would be able to provide consultive and/or service resources to a public school serving exceptional children.

5.3.3.2 The trainee will be able to identify the personnel with whom a public school representative should communicate for utilization of the agency's services.

5.3.3.3 The trainee will be able to evaluate existing policies which allow for utilization of agency services by public schools.

5.3.3.4 The trainee will be able to determine the extent to which a local school district makes use of agency services.

5.3.3.5 The trainee will be able to assess the effectiveness with which the public schools make use of the consultive services provided.

5.3.3.6 The trainee will be able to assess the relationship which exists between service agencies and a local school district.

5.3.3.7 The trainee will be able to formulate a set of policies which could be used to govern the utilization of agency services by local school districts.

Competency Component:

5.3.4: To assist the trainee in identifying the extent to which special education programs make use of media resources in the community and/or region.

BEHAVIORAL OBJECTIVES:

5.3.4.1 The trainee will be able to identify the media resources available to a given district, i.e., regional resource centers, instructional materials centers, etc.

5.3.4.2 The trainee will be able to assess the degree to which a local district makes use of available media resources.

5.3.4.3 The trainee will be able to determine the degree to which public school personnel are aware of media resources available to them.

5.3.4.4 The trainee will be able to make recommendations for increasing the utilization of available media resources.

COMPETENCY 5.4: *A curriculum consultant should be capable of determining the effectiveness with which a school district utilizes parents as a support resource in the education of exceptional children.*

Competency Component:

5.4.1: To assist the trainee in assessing the degree to which parents are involved in special education programs.

BEHAVIORAL OBJECTIVES:

5.4.1.1 The trainee will be able to identify ways in which parents of exceptional children can serve as a resource to the public schools.

5.4.1.2 The trainee will be able to determine the degree to which a local school district has involved parents as resources in their programming for exceptional children.

Competency Component:

5.4.2: To assist the trainee in recommending procedures for involving parents as a resource in the education of exceptional children.

BEHAVIORAL OBJECTIVES:

5.4.2.1 The trainee will be able to formulate a set of policies for governing the involvement of parents in programming for exceptional children.

5.4.2.2 The trainee will be able to communicate to parents ways in which they can serve as a resource to local schools in meeting the needs of exceptional children.

5.4.2.3 The trainee will be able to conduct a study of parental involvement in programs for exceptional children.

COMPETENCY 5.5: *A curriculum consultant should be capable of assessing the general administrative support systems for exceptional children, i.e., financial, physical facilities, and regulatory.*

Competency Component:

5.5.1: To assist the trainee in assessing the degree to which a local school district invests in support services for exceptional children.

BEHAVIORAL OBJECTIVES:

5.5.1.1 The trainee will be able to identify the financial commitments of a local school district to support services for exceptional children.

5.5.1.2 The trainee will be able to make a judgment regarding the degree to which the financial commitment of a local school district to support services for exceptional children compares with the commitment made to support services for children in general.

5.5.1.3 The trainee will be able to identify specific services for exceptional children which represent expenditures warranting consideration in the budgeting process.

Competency Component:

5.5.2: To assist the trainee in assessing the physical facilities as they relate to instruction for exceptional children.

BEHAVIORAL OBJECTIVES:

5.5.2.1 The trainee should be able to project the space requirements for specific consultive and resource services and their administrative personnel.

5.5.2.2 The trainee should be able to describe adequate classroom facilities for instructional programs serving exceptional children.

5.5.2.3 The trainee will be able to interpret any local or state regulations pertaining to physical facilities for exceptional children.

5.5.2.4 The trainee will be able to assess the degree to which existing facilities meet reasonable requirements for effective classroom instruction.

Competency Component:

5.5.3: To assist trainees in becoming familiar with federal and state regulations pertaining to the education of exceptional children.

BEHAVIORAL OBJECTIVES:

5.5.3.1 The trainee should be able to describe the model legislation proposed by the Council for Exceptional Children.

5.5.3.2 The trainee will be able to compare the regulations effecting public school programs for exceptional children between two states.

5.5.3.3 The trainee will be able to prepare a workshop on the implications of state regulations for educational programming relative to a specific category of exceptional children.

MODULE #6: MODULE SPECIFICATIONS FOR:

Developing/Curriculum

TRAINEE'S MANUAL

Module #6: Developing/Curriculum

Module Scope: The intent of this module is to provide you a general understanding of the procedures involved in curriculum development. Emphasis is given to orienting you to the professional literature as well as to assisting you in acquiring specific development skills. The range of content includes curriculum theory, variables which influence curriculum, approaches to curriculum design, evaluation procedures, and guidelines for implementation. This module serves as the basic module for those persons who have set the role of curriculum consultant as their professional goal. The term curriculum as used in this module is differentiated from instruction in that it is used to refer to the input for instructional programs. This is in contrast to a more general meaning which considers instruction as part of curriculum.

Module Specifications: This module contains 6 competencies, 37 competency components, and 136 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 6

DEVELOPING/CURRICULUM

COMPETENCY 6.1: *A curriculum consultant should be knowledgeable of basic principles of curriculum development and instructional theory.*

Competency Component:

6.1.1: To assist the trainee in developing an understanding of curriculum as applied to public school programming.

BEHAVIORAL OBJECTIVES:

6.1.1.1 The trainee will be able to describe three different definitions of "curriculum" after having reviewed selected references.

6.1.1.2 The trainee will be able to formulate and justify a definition of "curriculum" which is meaningful at this stage in his professional development.

6.1.1.3 The trainee will be able to accurately interpret another person's definition of "curriculum" obtained through an interview.

Competency Component:

6.1.2: To assist the trainee in differentiating between applied practices and theories of instruction.

BEHAVIORAL OBJECTIVES:

6.1.2.1 The trainee will be able to differentiate between a theory of learning and a theory of instruction.

6.1.2.2 The trainee will be able to describe a classroom practice which illustrates the application of an instructional theory.

6.1.2.3 The trainee will be able to develop a set of criteria which differentiate theory from practice.

Competency Component:

6.1.3: To assist the trainee in gaining familiarity with the literature on curriculum development and curriculum research.

BEHAVIORAL OBJECTIVES:

6.1.3.1 The trainee will be able to identify and describe the major emphasis of five periodicals directly related to the area of curriculum.

6.1.3.2 The trainee will be able to synthesize the emphasis on curriculum development and/or research reflected in a single issue of any curriculum journal of the trainee's choice.

6.1.3.3 The trainee will be able to identify two centers and/or universities known for curriculum development and related research and describe their current activities.

6.1.3.4 The trainee will be able to identify two professional organizations which periodically publish documents on curriculum development and/or curriculum research.

6.1.3.5 The trainee will be able to identify current books on curriculum development and books published prior to 1940 which are considered classics.

6.1.3.6 The trainee will be able to identify special educators who have contributed to the literature on curriculum development for exceptional children.

Competency Component:

6.1.4: To assist the trainee in gaining familiarity with curriculum theory and individuals currently engaged in theorizing applicable to curriculum development.

BEHAVIORAL OBJECTIVES:

6.1.4.1 The trainee will be able to describe the views on curriculum theory of three individuals currently recognized as major contributors to curriculum theory.

6.1.4.2 The trainee will be able to describe in detail one theory which he feels is most applicable to curriculum development for exceptional children.

6.1.4.3 The trainee will be able to summarize the current status of curriculum theory in terms meaningful to teachers.

6.1.4.4 The trainee will be able to describe in his own words a rationale for a theory on curriculum.

Competency Component:

6.1.5: To assist the trainee in relating principles of curriculum development and theories of instruction to a local school situation.

BEHAVIORAL OBJECTIVES:

6.1.5.1 The trainee will be able to describe operational examples of curriculum development principles being applied at the local school level.

6.1.5.2 The trainee will be able to analyze a report on a local curriculum development project and identify the major curriculum development principles employed and the particular instructional theory on which the project is based.

6.1.5.3 The trainee will be able to suggest curriculum development principles applicable to a particular local school situation.

COMPETENCY 6.2: *A curriculum consultant should be capable of inferring curriculum design features from a review of curriculum project reports and/or curriculum project products.*

Competency Component:

6.2.1: To assist the trainee in gaining familiarity with sources of literature on curriculum design.

BEHAVIORAL OBJECTIVES:

6.2.1.1 The trainee will be able to identify four periodicals and four texts which focus on curriculum design.

6.2.1.2 The trainee will be able to identify three organizations which routinely publish materials on curriculum design.

6.2.1.3 The trainee will be able to recommend a package of four references on curriculum design which will be meaningful to classroom teachers.

6.2.1.4 The trainee will be able to describe in his own words five generally accepted aspects of curriculum design.

Competency Component:

6.2.2: To assist the trainee in becoming familiar with the works of current leaders in the area of curriculum design.

BEHAVIORAL OBJECTIVES:

6.2.2.1 The trainee will be able to identify five individuals who are contributors to the literature in the area of curriculum design and their major works.

6.2.2.2 The trainee will be able to compare the differences and similarities in the views of two authors in the area of curriculum design.

6.2.2.3 The trainee will be able to communicate in memo form directions to a committee of teachers for obtaining resources on curriculum design.

Competency Component:

6.2.3: To assist the trainee in gaining sensitivity to design tasks inherent in curriculum development projects.

BEHAVIORAL OBJECTIVES:

6.2.3.1 The trainee will be able to describe four major design features of a curriculum project after reviewing a descriptive report and a project product; e.g., BSCS Science Project and/or Yeshiva University Social Learning Project.

6.2.3.2 The trainee will be able to identify and describe five major tasks inherent in the development of curriculum after reviewing a descriptive report and a curriculum project product, e.g., BSCS Science Project and/or Yeshiva University Social Learning Project.

6.2.3.3 The trainee will be able to describe in his own words the major design features to look for in reviewing products of curriculum activities.

COMPETENCY 6.3: *A curriculum consultant should be capable of integrating information on sources of influence on curriculum development activities.*

Competency Component:

6.3.1: To assist the trainee in determining sources of influence on curriculum development.

BEHAVIORAL OBJECTIVES:

6.3.1.1 The trainee will be able to identify four references which discuss sources of influence on curriculum.

6.3.1.2 The trainee will be able to describe and illustrate four different sources of influence on curriculum.

Competency Component:

6.3.2: To assist the trainee in becoming knowledgeable of the literature relative to sources of influence on curriculum development.

BEHAVIORAL OBJECTIVES:

6.3.2.1 The trainee will be able to summarize the views of three authors regarding sources of influence on curriculum development.

6.3.2.2 The trainee will be able to recommend a specific reference which discusses one or all of the four sources of influence on curriculum previously identified.

6.3.2.3 The trainee will be able to develop a 20-item bibliography which presents information concerning sources of influence on curriculum development.

Competency Component:

6.3.3: To assist the trainee in recognizing operational examples of attempts to influence curriculum development at the local level.

BEHAVIORAL OBJECTIVES:

6.3.3.1 The trainee will be able to identify specific factors which he feels influenced a curriculum project when provided a finished curricular product.

6.3.3.2 The trainee will be able to conduct a study to determine sources which influence a local curriculum project.

Competency Component:

6.3.4: To assist the trainee in understanding the community as a source of influence on curriculum development.

BEHAVIORAL OBJECTIVES:

6.3.4.1 The trainee will be able to demonstrate familiarity with the concept of power structure in the community.

6.3.4.2 The trainee will be able to synthesize the role of the community and public opinion as a source of influence on the curriculum.

6.3.4.3 The trainee will be able to formulate a series of six questions designed to elicit information regarding the community as a source of influence on the curriculum.

6.3.4.4 The trainee will be able to obtain information from a school administrator regarding how the community at some time in the past has attempted to influence the curriculum.

6.3.4.5 The trainee will be able to design a plan for determining the degree to which a community has influenced the curriculum in a selected community.

Competency Component:

6.3.5: To assist the trainee in understanding the importance of values as a source of influence on curriculum development.

BEHAVIORAL OBJECTIVES:

6.3.5.1 The trainee will be able to describe the importance of a curriculum consultant being familiar with values held by staff and community constituents.

6.3.5.2 The trainee will be able to differentiate between values which warrant consideration in curriculum development and those which do not.

6.3.5.3 The trainee will be able to prepare a report for a board of education calling for a curriculum change based on a value ladened reason.

6.3.5.4 The trainee will be able to develop workable solutions to value-type curriculum problems.

Competency Component:

6.3.6: To assist the trainee in understanding financial resources as a source of influence on curriculum development.

BEHAVIORAL OBJECTIVES:

6.3.6.1 The trainee will be able to identify the sources of financial support available to local school districts.

6.3.6.2 The trainee will be able to analyze a school district budget to determine the specific allocations to curriculum type activities.

6.3.6.3 The trainee will be able to describe the probable consequence for curriculum activities of a 25% cutback in the budget of a local district.

6.3.6.4 The trainee will be able to identify sources of financial support for curriculum activity in special education which come from outside the school district.

Competency Component:

6.3.7: To assist the trainee in identifying the learner as a source of influence on curriculum development.

BEHAVIORAL OBJECTIVES:

6.3.7.1 The trainee will be able to describe the characteristics of learners which warrant attention in curriculum development.

6.3.7.2 The trainee will be able to identify four information sources dealing with exceptional children from the perspective of their variance from a normal pattern of development.

6.3.7.3 The trainee will be able to describe the implications of prescriptive teaching for illustrating the influence of the learner on curriculum.

6.3.7.4 The trainee will be able to obtain feedback from the ERIC system on learning characteristics of exceptional children.

Competency Component:

6.3.8: To assist the trainee in identifying and assembling supportive information pertaining to sources of influence on curriculum development.

BEHAVIORAL OBJECTIVES:

6.3.8.1 The trainee will be able to anticipate specific influences on curriculum development when given a hypothetical curriculum project and a set of descriptive data on a school program and community..

6.3.8.2 The trainee will be able to develop an activity designed to illustrate how curriculum projects are influenced by the community, staff values, financial restraints, and learner variables.

COMPETENCY 6.4: *A curriculum consultant should be capable of formulating specific goals that will be compatible with the general aims of a school district.*

Competency Component:

6.4.1: To assist the trainee in differentiating between aims, goals, and objectives within the concept of curriculum development.

BEHAVIORAL OBJECTIVES:

6.4.1.1 The trainee will be able to define aims, goals, and objectives within the concept of curriculum development.

6.4.1.2 The trainee will be able to differentiate among examples of aims, goals, and objectives within the concept of curriculum development.

6.4.1.3 The trainee will be able to identify the aims, goals, and objectives of an instructional program given a description of the program.

6.4.1.4 The trainee will be able to specify four criteria for the development of curriculum aims, goals, and objectives.

Competency Component:

6.4.2: To assist the trainee in identifying the general curriculum aims and goals of a school district.

BEHAVIORAL OBJECTIVES:

6.4.2.1 The trainee will be able to determine sources of information regarding the curriculum aims and goals of a school district.

6.4.2.2 The trainee will be able to design three alternative means for obtaining information from school personnel regarding the aims and goals of the district.

6.4.2.3 The trainee will be able to provide assistance to district personnel in determining if aims and goals have been stated for selected education programs.

Competency Component:

6.4.3: To assist the trainee in stating goals for instructional programs.

BEHAVIORAL OBJECTIVES:

6.4.3.1 The trainee will be able to analyze the stated aims as they relate to a particular curriculum program and write appropriate goals.

6.4.3.2 The trainee will be able to review an ongoing instructional program and determine its underlying goals on the basis of observation and materials examination.

6.4.3.3 The trainee will be able to write four goals and four related objectives for a stated aim and be able to match activities with these objectives.

COMPETENCY 6.5: *A curriculum consultant should be capable of directing the development of local curriculum documents.*

Competency Component:

6.5.1: To assist the trainee in determining the major steps inherent in curriculum development.

BEHAVIORAL OBJECTIVES:

6.5.1.1 The trainee will be able to describe in writing two different curriculum development processes and relate them to specific authors.

6.5.1.2 The trainee will be able to delineate and define the specific tasks which should be completed in the process of curriculum development.

6.5.1.3 The trainee will be able to describe the skills and resources required for completing each task identified as necessary in the process of curriculum development.

Competency Component:

6.5.2: To assist the trainee in identifying and interpreting curriculum development/revision needs at the local district level.

BEHAVIORAL OBJECTIVES:

6.5.2.1 The trainee will be able to cite five major references which describe systems analysis.

6.5.2.2 The trainee will be able to design a plan utilizing systems analysis for identifying curriculum development/revision needs at the local district level.

6.5.2.3 The trainee will be able to use flow charting techniques to illustrate his systems analysis plan for identifying curriculum development/revision needs.

6.5.2.4 The trainee will be able to carry out a needs assessment plan to identify curriculum development/revision needs in a local school district.

6.5.2.5 The trainee will be able to design two alternative methods for interpreting needs assessment findings to local school personnel.

Competency Component:

6.5.3: To assist the trainee in obtaining administrative and instructional commitments to curriculum development in areas of identified needs.

BEHAVIORAL OBJECTIVES:

6.5.3.1 The trainee will be able to identify the administrative personnel responsible for curriculum development decisions.

6.5.3.2 The trainee will be able to identify the instructional personnel having the most influence on curriculum development decisions.

6.5.3.3 The trainee will be able to prepare a concise report which includes support for curriculum development or revision needs, consequences of inaction, and advantages of immediate action in carrying out these tasks.

6.5.3.4 The trainee will be able to interpret for teachers the advantages of carrying out a particular curriculum development/revision.

6.5.3.5 The t[illegible] will be able to provide teachers with infor[illegible] on their responsibility to curriculum development and the demands such a project would place on them.

6.5.3.6 The trainee will be able to list the political, economic, and practical concerns which must be considered when initiating a local curriculum development/revision project.

Competency Component:

6.5.4: To assist the trainee in orienting teachers and administrators to the tasks involved in curriculum development.

BEHAVIORAL OBJECTIVES:

6.5.4.1 The trainee will be able to describe in a manner appropriate for teachers what must be done to accomplish each of the tasks involved in the process of curriculum development.

6.5.4.2 The trainee will be able to moderate group discussions with teachers on curriculum development tasks.

6.5.4.3 The trainee will be able to prepare a report for school administrators detailing curriculum development tasks and the expected roles that teachers and administrators would assume in a curriculum development project.

Competency Component:

6.5.5: To assist the trainee in working with teachers and administrators in reaching agreement on current priorities for curriculum development.

BEHAVIORAL OBJECTIVES:

6.5.5.1 The trainee will be able to use needs assessment data in ranking priorities for curriculum development in a local district.

6.5.5.2 The trainee will be able to illustrate for teachers and administrators the rationale supporting his recommended priority ranking for curriculum development needs.

6.5.5.3 The trainee will be able to provide needs assessment information to teachers and moderate their discussion of curriculum development priorities.

6.5.5.4 The trainee will be able to assist teachers and administrators in reaching agreement on curriculum development priorities in a local district.

Competency Component:

6.5.6: To assist the trainee in helping teachers and administrators to make decisions regarding rationale, structure, and format in respect to curriculum development.

BEHAVIORAL OBJECTIVES:

6.5.6.1 The trainee will be able to explain the importance of a curriculum rationale.

6.5.6.2 The trainee will be able to coordinate the writing of a curriculum rationale.

6.5.6.3 The trainee will be able to describe three alternative structures which could be followed in developing curriculum, i.e., core curriculum, experience content, and instructional units.

6.5.6.4 The trainee will be able to describe the advantages and disadvantages of the three alternative structures in curriculum development.

6.5.6.5 The trainee will be able to cite the advantages and disadvantages of the following formats: outline, outline plus objectives, outline plus objectives and activities, behavioral objectives only, objectives plus activities.

Competency Component:

6.5.7: To assist the trainee in organizing teachers for curriculum development tasks.

BEHAVIORAL OBJECTIVES:

6.5.7.1 The trainee will be able to differentiate between development tasks which can be done by individuals and tasks which warrant the formulation of committees.

6.5.7.2 The trainee will be able to select persons most appropriate for the tasks to be done in curriculum development.

6.5.7.3 The trainee will be able to develop written descriptions of committee responsibilities relevant to curriculum development tasks.

6.5.7.4 The trainee will be able to describe concerns which warrant consideration when assigning teachers to specific curriculum development tasks or committees.

Competency Component:

6.5.8: To assist the trainee in conducting learner and resource analyses..

BEHAVIORAL OBJECTIVES:

6.5.8.1 The trainee will be able to describe learner characteristics which warrant specific consideration in curriculum development.

6.5.8.2 The trainee will be able to infer the target population given a sample curriculum to examine.

6.5.8.3 The trainee will be able to assist teachers in delineating the learner characteristics important to a particular curriculum development project.

6.5.8.4 The trainee will be able to identify staff members of a local school who have curriculum development talent and experience.

6.5.8.5 The trainee will be able to identify financial resources available for curriculum development activities in a local district.

6.5.8.6 The trainee will be able to identify consultant resources available to a local district for a selected curriculum development project.

6.5.8.7 The trainee will be able to identify curriculum development literature in a local district which represents resources for a selected curriculum development project.

Competency Component:

6.5.9: To assist the trainee in working with development groups in formulating aims and goals for a curriculum development project.

BEHAVIORAL OBJECTIVES:

6.5.9.1 The trainee will be able to differentiate for teachers the difference between statements of aims and statements of goals.

6.5.9.2 The trainee will be able to identify the variables which should be considered when formulating aims and goals for a curriculum project.

6.5.9.3 The trainee will be able to analyze a general curriculum project description and formulate appropriate aims and goals.

6.5.9.4 The trainee will be able to assist teachers in reviewing a curriculum project description in order to formulate aims and goals.

Competency Component:

6.5.10: To assist the trainee in carrying out a content selection process.

BEHAVIORAL OBJECTIVES:

6.5.10.1 The trainee will be able to describe five criteria to be used in selecting content applicable to a selected curriculum project.

6.5.10.2 The trainee will be able to describe a task analysis process applicable to organizing curriculum content.

6.5.10.3 The trainee will be able to outline and specify curriculum content to four levels of detail.

6.5.10.4 The trainee will be able to break down an instructional topic into an outline form sufficient to accurately convey the content to be taught.

Competency Component:

6.5.11: To assist the trainee in working with groups in applying task analysis to selected curriculum content and in specifying the content in a behaviorally stated objective format.

BEHAVIORAL OBJECTIVES:

6.5.11.1 The trainee will be able to apply three different models for stating behavioral objectives.

6.5.11.2 The trainee will be able to write behaviorally stated objectives in the cognitive, performance, and affective domains.

6.5.11.3 The trainee will be able to teach another person how to use task analysis in breaking down an area of content into behaviorally stated objectives.

Competency Component:

6.5.12: To assist the trainee in applying sequential hierarchies to selected content.

BEHAVIORAL OBJECTIVES:

6.5.12.1 The trainee will be able to describe two different approaches to establishing a sequential hierarchy.

6.5.12.2 The trainee will be able to apply at least one hierarchy or taxonomy to selected curriculum content.

6.5.12.3 The trainee will be able to sequence selected curriculum content in an area such as social information.

Competency Component:

6.5.13: To assist the trainee in integrating curriculum content in two or more areas.

BEHAVIORAL OBJECTIVES:

6.5.13.1 The trainee will be able to establish five criteria to be applied when determining areas of content warranting reinforcement or application in two or more curriculum areas.

6.5.13.2 The trainee will be able to analyze curriculum content to determine similar experiences which can be provided through different curriculum areas.

6.5.13.3 The trainee will be able to illustrate to a curriculum development group what is meant by content integration.

Competency Component:

6.5.14: To assist the trainee in applying evaluation procedures to a local curriculum development project.

BEHAVIORAL OBJECTIVES:

6.5.14.1 The trainee will be able to employ the procedures relevant to developing a formative evaluation plan for a local curriculum project.

6.5.14.2 The trainee will be able to employ the procedures relevant to developing a summative evaluation plan for a local curriculum development project.

COMPETENCY 6.6: *A curriculum consultant should be capable of serving as a leader in the implementation of curriculum development products.*

Competency Component:

6.6.1: To assist the trainee in appraising a local situation regarding the strengths and weaknesses encountered in the implementation of curriculum.

BEHAVIORAL OBJECTIVES:

6.6.1.1 The trainee will be able to describe problems typically encountered in implementing new and/or revised curriculum.

6.6.1.2 The trainee will be able to design procedures for monitoring the implementation of curriculum.

6.6.1.3 The trainee will be able to detect strengths and weaknesses in implementation of a locally developed curriculum.

Competency Component:

6.6.2: To assist the trainee in developing skills necessary to establish rapport with various school district personnel.

BEHAVIORAL OBJECTIVES:

6.6.2.1 The trainee will be able to identify the persons occupying positions in a school district with whom a curriculum consultant will have frequent contact.

6.6.2.2 The trainee will be able to explain the consequences for curriculum development of failure to establish rapport with district personnel occupying positions related to curriculum development.

6.6.2.3 The trainee will be able to express himself clearly using written and spoken modes of communication.

6.6.2.4 The trainee will be able to apply appropriate reinforcement techniques to personnel with whom he works.

Competency Component:

6.6.3: To assist the trainee in developing skills necessary to coordinate the implementation of a new or revised curriculum.

BEHAVIORAL OBJECTIVES:

6.6.3.1 The trainee will be able to identify the tasks inherent in implementing curriculum.

6.6.3.2 The trainee will be able to communicate the importance of each task to individuals involved in implementing curriculum.

6.6.3.3 The trainee will be able to develop monitoring procedures for implementing curriculum.

6.6.3.4 The trainee will be able to develop a PERT which includes a time and event chart for implementing curriculum.

6.6.3.5 The trainee will be able to carry out a curriculum implementation project in a local district.

Competency Component:

6.6.4: To assist the trainee in developing a communications system with staff members and citizens regarding the implementation of a new curriculum.

BEHAVIORAL OBJECTIVES:

6.6.4.1 The trainee will be able to identify the persons in the school district with whom a curriculum consultant will have frequent contact.

6.6.4.2 The trainee will be able to illustrate the importance of good communication among staff members in the implementation of a local curriculum project.

6.6.4.3 The trainee will be able to illustrate the importance of good communication between staff members and local citizens in the implementation of a curriculum project.

MODULE #7: MODULE SPECIFICATIONS FOR:

Developing/Instruction

TRAINEE'S MANUAL

Module #7: Developing/Instruction

Module Scope: It is the intent of this module to instruct you in the application of various approaches for developing instructional programs. For purposes of this module, instruction is defined as the experiences provided for the learner by the teacher as a means of implementing the curriculum. The first module element is designed to assist you in the identification and retrieval of current literature relative to instruction for exceptional students. A second module element focuses on the development of instructional programs including activities on contract teaching, unit teaching, inductive teaching, and prescriptive teaching. The 3rd module element concentrates on the development of classroom management techniques including activities on questioning, grouping, reinforcement, interest centers, discipline, space utilization and scheduling.

Module Specifications: This module contains 4 competencies, 18 competency components, and 59 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 7

DEVELOPING/INSTRUCTION

COMPETENCY 7.1: *A curriculum consultant should be knowledgeable of the current literature on instructional practices for exceptional children.*

Competency Component:

7.1.1: To assist the trainee in identifying sources of literature on instructional practices for exceptional children.

BEHAVIORAL OBJECTIVES:

7.1.1.1 The trainee will be able to use Library Housed Reference materials to locate literature on instructional practices for exceptional children.

7.1.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on instructional practices for exceptional children.

7.1.1.3 The trainee will be able to utilize services offered on the state and federal level to locate literature on instructional practices for exceptional children.

7.1.1.4 The trainee will be able to utilize the service of the IMC Network to locate literature on instructional practices for exceptional children.

Competency Component:

7.1.2: To assist the trainee in identifying instructional practices specific to exceptional children from the special education literature.

BEHAVIORAL OBJECTIVES:

7.1.2.1 The trainee will be able to identify the professional journals concerned with instructional practices specific to exceptional children.

7.1.2.2 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children.

7.1.2.3 The trainee will be able to abstract from the literature pertinent information concerning instructional practices for exceptional children.

Competency Component:

7.1.3: To assist the trainee in interpreting literature on instructional practices for exceptional children into applicable instructional approaches.

BEHAVIORAL OBJECTIVES:

7.1.3.1 The trainee will be able to formulate or select ideas specific to the instruction of exceptional children from current research findings.

7.1.3.2 The trainee will be able to generate instructional practices specific to exceptional children from those instructional practices documented in the literature.

COMPETENCY 7.2: *A curriculum consultant should be capable of developing instructional programs.*

Competency Component:

7.2.1: To assist the trainee in developing instructional objectives.

BEHAVIORAL OBJECTIVES:

7.2.1.1 The trainee will be able to define behavioral objectives.

7.2.1.2 The trainee will be able to discuss the advantages and disadvantages of instructional objectives.

7.2.1.3 The trainee will be able to employ a suggested model for writing instructional objectives in behavioral terms.

Competency Component:

7.2.2: To assist the trainee in developing instructional programs based on prescriptive teaching.

BEHAVIORAL OBJECTIVES:

7.2.2.1 The trainee will be able to define the Prescriptive Teaching System.

7.2.2.2 The trainee will be able to write behavioral descriptions of educational problems after employing diagnostic procedures to pinpoint individual deficits and assets.

7.2.2.3 The trainee will be able to formulate educational prescriptions given diagnostic information.

7.2.2.4 The trainee will be able to implement a teaching program outlined in an educational prescription.

7.2.2.5 The trainee will be able to evaluate the effectiveness of an educational prescription utilizing student performance as a criterion for success.

Competency Component:

7.2.3: To assist the trainee in developing an instructional program based on units.

BEHAVIORAL OBJECTIVES:

7.2.3.1 The trainee will be able to define the meaning and organizational construct of the experience type unit as an approach to instruction.

7.2.3.2 The trainee will be able to identify the components of the conceptual model for writing experience units.

7.2.3.3 The trainee will be able to use given developmental steps as a means of planning a unit and evaluating its potential.

7.2.3.4 The trainee will be able to construct a lesson plan employing a given format.

7.2.3.5 The trainee will be able to develop a year's plan of units using a continuum approach or a core area approach.

7.2.3.6 The trainee will be able to evaluate the effectiveness of a unit.

Competency Component:

7.2.4: To assist the trainee in developing an instructional program based on inductive techniques.

BEHAVIORAL OBJECTIVES:

7.2.4.1 The trainee will be able to define the inductive technique as an approach to instruction.

7.2.4.2 The trainee will be able to develop a hierarchy of questions around one topic.

7.2.4.3 The trainee will be able to employ inductive teaching techniques in classroom instruction through teaching a sequence of skills.

Competency Component:

7.2.5: To assist the trainee in developing an instructional program based on the contracting approach.

BEHAVIORAL OBJECTIVES:

7.2.5.1 The trainee will be able to define contracting as an approach to instruction.

7.2.5.2 The trainee will be able to obtain, prepare, and organize diagnostic, prescriptive, and task materials to facilitate the contracting approach to instruction.

7.2.5.3 The trainee will be able to organize a classroom and classroom procedures to facilitate the contracting approach to instruction.

7.2.5.4 The trainee will be able to apply the contracting approach to instruction in a classroom situation.

COMPETENCY 7.3: *A curriculum consultant should be capable of developing classroom management techniques.*

Competency Component:

7.3.1: To assist the trainee in becoming skilled in the use of questioning as a classroom management technique.

BEHAVIORAL OBJECTIVES:

7.3.1.1 The trainee will be able to describe questioning as a classroom management technique.

7.3.1.2 The trainee will be able to suggest and employ different questioning strategies to accomplish specific purposes (e.g., developing insight into self and others; obtaining information; reconstruction of events) given a set of simulated pupil and class data.

Competency Component:

7.3.2: To assist the trainee in becoming skilled with grouping techniques in classroom management.

BEHAVIORAL OBJECTIVES:

7.3.2.1 The trainee will be able to describe and differentiate between different levels of grouping (i.e., within school systems, within schools, within classrooms).

7.3.2.2 The trainee will be able to discuss variables which affect grouping decisions (i.e., motivation, pupil-teacher interaction).

7.3.2.3 The trainee will be able to select and apply grouping techniques in classroom management.

Competency Component:

7.3.3: To assist the trainee in becoming skilled with reinforcement techniques in classroom management.

BEHAVIORAL OBJECTIVES:

7.3.3.1 The trainee will be able to discuss the basic concepts and definitions of reinforcement techniques.

7.3.3.2 The trainee will be able to observe and record behavior.

7.3.3.3 The trainee will be able to formulate and implement consequences as an intervention strategy.

7.3.3.4 The trainee will be able to apply reinforcement as a classroom management technique in a classroom setting.

Competency Component:

7.3.4: To assist the trainee in developing interest centers as a classroom management technique.

BEHAVIORAL OBJECTIVES:

7.3.4.1 The trainee will be able to describe learning centers and their use as a classroom management technique.

7.3.4.2 The trainee will be able to organize a classroom floor plan for establishing interest centers.

7.3.4.3 The trainee will be able to develop activities and materials for use in interest centers.

7.3.4.4 The trainee will be able to use interest centers as a technique for classroom management.

Competency Component:

7.3.5: To assist the trainee in becoming skilled with disciplinary techniques in classroom management.

BEHAVIORAL OBJECTIVES:

7.3.5.1 The trainee will be able to define and discuss the theoretical considerations of discipline as a classroom management technique.

7.3.5.2 The trainee will be able to discuss misbehavior and its causes.

7.3.5.3 The trainee will be able to suggest techniques for obtaining good discipline.

7.3.5.4 The trainee will be able to sustain good behavior through the effective use of discipline as a classroom management technique.

Competency Component:

7.3.6: To assist the trainee in becoming skilled in utilization of space as a classroom management technique.

BEHAVIORAL OBJECTIVES:

7.3.6.1 The trainee will be able to discuss the variables (e.g., student needs, available resources) which affect the utilization and organization of space as a classroom management technique.

7.3.6.2 The trainee will be able to suggest and construct various ways of utilizing space specific to available resources.

Competency Component:

7.3.7: To assist the trainee in ordering time segments as a classroom management technique.

BEHAVIORAL OBJECTIVES:

7.3.7.1 The trainee will be able to discuss those variables which affect the ordering of time segments (e.g., attention span, student needs, balance between active and quiet, group and individual activities).

7.3.7.2 The trainee will be able to construct time schedules for use as a classroom management technique in accordance with specific pupil information.

COMPETENCY 7.4: *A curriculum consultant should be capable of identifying and adapting innovative methods and/or materials to programs for exceptional children.*

Competency Component:

7.4.1: To assist the trainee in identifying sources of information on current practices and available products.

BEHAVIORAL OBJECTIVES:

7.4.1.1 The trainee will be able to discuss the Instructional Materials Center Network as a source of available practices and products relative to instruction of exceptional children.

7.4.1.2 The trainee will be able to use the local Instructional Materials Centers to locate practices and products applicable to the instruction of exceptional children.

7.4.1.3 The trainee will be able to identify prominent research centers and current projects relative to instruction for exceptional children.

7.4.1.4 The trainee will be able to identify the outstanding journals concerned with instructional practices specific to exceptional children.

7.4.1.5 The trainee will be able to identify prominent publishers and authors concerned with instructional practices specific to exceptional children.

Competency Component:

7.4.2: To assist the trainee in recognizing practices and products applicable to the instruction of exceptional children.

BEHAVIORAL OBJECTIVES:

7.4.2.1 The trainee will be able to identify methods and/or materials which are applicable to the instruction of exceptional children.

7.4.2.2 The trainee will be able to match students with specific learner characteristics to instructional methods and/or materials.

Competency Component:

7.4.3: To assist the trainee in modifying existing materials and/or methods.

BEHAVIORAL OBJECTIVES:

7.4.3.1 The trainee will be able to recognize the components of instructional methods and/or materials for exceptional children.

7.4.3.2 The trainee will be able to appropriately modify the instructional material and/or method for exceptional children.

MODULE #8: MODULE SPECIFICATIONS FOR:

Developing / Materials and Media

TRAINEE'S MANUAL

Module #8: Developing / Materials and Media

Module Scope: The purpose of this module is to assist you in understanding the processes involved in the development of instructional materials and media. Specific attention is given to those skills related to developing instructional materials appropriate to specific learner variables, increasing utilization of materials among the instructional staff, and facilitating the utilization of local resource centers.

Both theory and application are emphasized in this module, providing an understnading of both why and how materials and media are developed and used. Our increasing awareness of the role of technology and its potential impact on the complex task of teaching handicapped children makes this dual emphasis relevant.

For purposes of this module, the term "materials" refers to the software of instruction, which in combination with appropriate hardware (equipment) produces "media."

Module Specifications: This module contains 3 competencies, 12 competency components, and 48 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 8

DEVELOPING/MATERIALS AND MEDIA

COMPETENCY 8.1: *A curriculum consultant should be capable of providing direction in the development of teacher-made instructional materials.*

Competency Component:

8.1.1: To assist the trainee in delineating the potentialities of the various forms of teacher-made materials.

BEHAVIORAL OBJECTIVES:

8.1.1.1 The trainee will be able to identify the capabilities provided by manipulatives (i.e., realia and models).

8.1.1.2 The trainee will be able to identify the capabilities provided by graphic materials (i.e., graphs, charts, diagrams, posters, maps, and globes).

8.1.1.3 The trainee will be able to delineate the capabilities provided by projected still images (i.e., materials for use with opaque and overhead projectors, slides, and film-strips).

8.1.1.4 The trainee will be able to delineate the capabilities provided by projected moving pictures (i.e., 16mm films, 8mm films, and television).

8.1.1.5 The trainee will be able to delineate the capabilities provided by display materials.

8.1.1.6 The trainee will be able to delineate the capabilities provided by materials reproduced and/or preserved for classroom use.

8.1.1.7 The trainee will be able to delineate the capabilities provided by audio-materials including tape recordings, radio, disc records, and specialized presentations such as language-master work.

8.1.1.8 The trainee will be able to describe the capabilities provided by programmed instructional materials.

Competency Component:

8.1.2: To assist the trainee in identifying instructional situations where teacher-made materials would be beneficial.

BEHAVIORAL OBJECTIVES:

8.1.2.1 The trainee will be capable of analyzing instructional situations to determine those which warrant using and developing teacher-made instructional materials.

8.1.2.2 The trainee will be capable of establishing criteria for determining the feasibility of developing teacher-made materials.

8.1.2.3 The trainee will be capable of determining appropriate forms of media and/or materials given specific instructional situations.

8.1.2.4 The trainee will be capable of identifying situations where the special needs of handicapped children render the development of teacher-made materials advantageous.

Competency Component:

8.1.3: To assist the trainee in developing various forms of teacher-made materials (i.e., manipulatives, graphics, pictures, transparencies, audio materials, and displays.)

BEHAVIORAL OBJECTIVES:

8.1.3.1 The trainee will be able to develop examples of manipulative materials (i.e., realia and models).

8.1.3.2 The trainee will be able to produce examples of graphic materials.

8.1.3.3 The trainee will be able to produce instructional materials for use with the opaque and overhead projectors, slides, and filmstrips.

8.1.3.4 The trainee will be able to produce instructional materials for motion projection (i.e., 16 mm and 8mm films, and television tapes).

8.1.3.5 The trainee will be able to construct effective instructional displays.

8.1.3.6 The trainee will be able to reproduce and preserve instructional materials for classroom use.

8.1.3.7 The trainee will be able to produce effective audio instructional materials including tape recordings and language-master presentations.

8.1.3.8 The trainee will be able to develop programmed instructional materials.

COMPETENCY 8.2: *A curriculum consultant should be capable of maximizing the use of instructional media by the teaching staff.*

Competency Component:

8.2.1: To assist the trainee in identifying available sources of instructional materials (e.g., the I.M.C. network, media facilities, teachers' collections).

BEHAVIORAL OBJECTIVES:

8.2.1.1 The trainee will be able to identify at least five sources of instructional materials available to Special Education teachers in a given school system.

8.2.1.2 The trainee will be able to identify at least five local or regional resources for acquiring instructional materials.

8.2.1.3 The trainee will be able to identify at least four state or national resources for acquiring instructional materials.

Competency Component:

8.2.2: To assist the trainee in determining the use being made of available commercial and teacher-made instructional materials.

BEHAVIORAL OBJECTIVES:

8.2.2.1 The trainee will be able to describe four methods for collecting data from school personnel on the use of instructional materials.

8.2.2.2 The trainee will be able to develop appropriate techniques (e.g., questionnaires, interviews) for obtaining information from school personnel on the use of instructional materials.

8.2.2.3 The trainee will be able to utilize the records of an I.M.C. or other lending facility to ascertain the use of materials by school personnel.

8.2.2.4 The trainee will be able to design a comprehensive record-keeping system for materials used and evaluated by school personnel.

Competency Component:

8.2.3: To assist the trainee in developing procedures which would promote the use of instructional materials.

BEHAVIORAL OBJECTIVES:

8.2.3.1 The trainee will be able to develop organizational procedures and practices which facilitate the use of instructional materials by teaching staff.

8.2.3.2 The trainee will be able to initiate and coordinate changes which lead to greater staff utilization of instructional materials.

8.2.3.3 The trainee will be able to develop innovative means for promoting the use of instructional materials.

8.2.3.4 The trainee will be able to develop an in-service training program on instructional materials designed to promote their use by teaching personnel.

COMPETENCY 8.3: *A curriculum consultant should be capable of providing direction in the establishment or revision of a local resource center.*

Competency Component:

8.3.1: To assist the trainee in identifying the resources (personnel, financial, organizational, temporal) which dictate the scope of a local resource center.

BEHAVIORAL OBJECTIVES:

8.3.1.1 The trainee will be able to identify and describe the role of various personnel in the establishment or revision of a local resource center.

8.3.1.2 The trainee will be able to identify and describe the financial considerations in the establishment or revision of a local resource center.

8.3.1.3 The trainee will be able to identify organizational patterns which effect the scope of a local resource center.

8.3.1.4 The trainee will be able to describe the importance of time considerations in determining the scope of a local resource center.

Competency Component:

8.3.2: To assist the trainee in identifying the effect altering any one resource (personnel, financial, organizational, temporal) has on the scope of a local resource center.

BEHAVIORAL OBJECTIVES:

8.3.2.1 The trainee will be able to demonstrate how manipulating a single resource (personnel, financial, organizational, temporal) will effect change in a local resource center.

8.3.2.2 The trainee shall be able to demonstrate how manipulating one or more resources will effect change in a local resource center.

Competency Component:

8.3.3: To assist the trainee in determining the services provided by a local resource center.

BEHAVIORAL OBJECTIVES:

8.3.3.1 The trainee will be able to list at least four means of obtaining information on the services performed by a local resource center.

8.3.3.2 The trainee will be able to utilize data gathering techniques to obtain information on the services provided by a resource center.

Competency Component:

8.3.4: To assist the trainee in developing evaluation techniques to determine how effective a local resource center is in meeting the needs of its service area.

BEHAVIORAL OBJECTIVES:

8.3.4.1 The trainee will be able to evaluate data gathering techniques for assessing the effectiveness of a local resource center in meeting the needs of its service area.

8.3.4.2 The trainee will be able to identify the appropriate data for forming evaluative judgments relative to the effectiveness of a local resource center in meeting the needs of its service area.

Competency Component:

8.3.5: To assist the trainee in applying communication skills to the task of establishing or revising a local resource center.

BEHAVIORAL OBJECTIVES:

8.3.5.1 The trainee will be able to prepare communications which convey factual information.

8.3.5.2 The trainee will be able to prepare and deliver effective persuasive communications.

Competency Component:

8.3.6: To assist the trainee in developing procedures and/or techniques which result in effective and efficient program changes in a local resource center.

BEHAVIORAL OBJECTIVES:

8.3.6.1 The trainee will be able to analyze a local resource center to determine those elements involved in producing effective change.

8.3.6.2 The trainee will be able to describe at least five different change promoting systems available to the curriculum consultant in establishing or revising a local resource center.

8.3.6.3 The trainee will be able to define and discuss PERT and list several applications for the technique relevant to a local resource center.

8.3.6.4 The trainee will be able to define and discuss PPBS as a means of effecting change in a local resource center.

8.3.6.5 The trainee will be able to apply PERT, or a similar technique, to the task of establishing a local resource center.

MODULE #9: MODULE SPECIFICATIONS FOR:

Developing / Communication Processes

TRAINEE'S MANUAL

Module #9: Developing / Communication Processes

Module Scope: It is the intent of this module to provide you with a basic understanding of the mechanics involved in communication processes. A major emphasis is given to formal models of communication and their practical application to communication situations in education. Considered in this module are school specific variables such as seating arrangements, communication modes, and preparation procedures for small group meetings, which influence the effectiveness of intra-group communication. This module provides general information permitting broad application and furnishes a foundation for related modules on the communication function.

Module Specifications: This module contains six competencies, 17 competency components, and 62 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 9

DEVELOPING/COMMUNICATION PROCESSES

COMPETENCY 9.1: *A curriculum consultant should be capable of describing the different communication processes relevant to the role of a curriculum consultant in a local school setting.*

Competency Component:

9.1.1: To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

BEHAVIORAL OBJECTIVES:

9.1.1.1 The trainee will be able to describe the type of communication problems encountered by a curriculum consultant.

9.1.1.2 The trainee will be able to describe the basic forms of verbal communication applicable to the role of a curriculum consultant at the local level.

9.1.1.3 The trainee will be able to describe the basic features of written forms and written communication modes applicable to the role of a curriculum consultant at the local level.

9.1.1.4 The trainee will be able to differentiate the relative appropriateness of verbal and written forms of communication for specific education relevant situations.

Competency Component:

9.1.2: To assist the trainee in determining the uses made of various modes of communication by the curriculum consultant.

BEHAVIORAL OBJECTIVES:

9.1.2.1 The trainee will be able to describe the circumstances under which written forms of communication are more appropriate than verbal forms of communication in the role of a curriculum consultant.

9.1.2.2 The trainee will be able to describe the circumstances under which verbal forms of communication are more appropriate than written forms of communication in the role of a curriculum consultant.

9.1.2.3 The trainee will be able to determine the expectations of school personnel relative to preferred modes of communication.

9.1.2.4 The trainee will be able to identify routine communication procedures utilized by school personnel to disseminate information.

9.1.2.5 The trainee will be able to identify examples of communication procedures employed by a curriculum consultant in his daily activities.

Competency Component:

9.1.3: To assist the trainee in analyzing situations to determine appropriate modes of communication.

BEHAVIORAL OBJECTIVES:

9.1.3.1 The trainee will be able to formulate a precise objective for a communication solution to a specified educational problem.

9.1.3.2 The trainee will be able to determine the primary and secondary target group(s) for communication objectives relevant to the role of a curriculum consultant.

9.1.3.3 The trainee will be able to identify the alternate modes of communication applicable to a given communication problem involving a curriculum consultant in a local school situation.

9.1.3.4 The trainee will be able to select the most effective mode of communication for a particular situation involving a communication problem and the role of a curriculum consultant.

9.1.3.5 The trainee will be able to predict the probable consequences of poor communications given a specific school situation and the role of a curriculum consultant.

COMPETENCY 9.2: *The curriculum consultant will be capable of utilizing formal communication models (e.g., Berlo's model) to enhance effective interaction with school personnel on curriculum related problems.*

Competency Component:

9.2.1: To assist the trainee in becoming knowledgeable of the major components of communication processes.

BEHAVIORAL OBJECTIVES:

9.2.1.1 The trainee will be able to provide an accurate definition of source-encoder, receiver-decoder, message, and channels.

9.2.1.2 The trainee will be able to illustrate the application for source-encoder.

9.2.1.3 The trainee will be able to illustrate the application for receiver-decoder.

9.2.1.4 The trainee will be able to illustrate the application for a message.

9.2.1.5 The trainee will be able to illustrate the application for channels of communication.

Competency Component:

9.2.2: To assist the trainee in gaining familiarity with communication models which are appropriate to the communication needs of a curriculum consultant.

BEHAVIORAL OBJECTIVES:

9.2.2.1 The trainee will be able to delineate the basic parameters of Aristotle's communication model.

9.2.2.2 The trainee will be able to delineate the basic parameters of Schramm's communication model.

9.2.2.3 The trainee will be able to delineate the basic parameters of Shannon and Weaver's communication model.

9.2.2.4 The trainee will be able to delineate the basic parameters of Lasswell's communication model.

9.2.2.5 The trainee will be able to delineate the basic parameters of Berlo's communication model.

9.2.2.6 The trainee will be able to identify the unique contributions of each model to the basic communication process: speaker-message-listener.

Competency Component:

9.2.3: To assist the trainee in transferring a theoretical model into practical application.

BEHAVIORAL OBJECTIVES:

9.2.3.1 The trainee will be able to provide a logical rationale for the use and importance of effective communication in the role of a curriculum consultant.

9.2.3.2 The trainee will be able to analyze a school relevant communication and describe the application of a specific model to the situation.

COMPETENCY 9.3: *The curriculum consultant will be capable of effectively transmitting information through various communication modes (e.g., verbal, written).*

Competency Component:

9.3.1: To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

BEHAVIORAL OBJECTIVES:

9.3.1.1 The trainee will be able to identify various communication behaviors and the channels used.

9.3.1.2 The trainee will be able to delineate the objectives obtained through each communication mode: written/visual and verbal/auditory.

9.3.1.3 The trainee will be able to identify the appropriate communication mode, given a specific school relevant situation, which would best facilitate interaction.

Competency Component:

9.3.2: To assist the trainee in becoming proficient in the use of verbal forms of communication.

BEHAVIORAL OBJECTIVES:

9.3.2.1 The trainee will be able to communicate effectively through formal and informal speech.

9.3.2.2 The trainee will be able to utilize the components of verbal communication (i.e., voice modulation, accurate pronunciation, gesture, etc.) to enhance understanding.

Competency Component:

9.3.3: To assist the trainee in becoming proficient in the use of written forms of communication applicable to the role of a curriculum consultant.

BEHAVIORAL OBJECTIVES:

9.3.3.1 The trainee will be able to communicate effectively through formal and informal letters.

9.3.3.2 The trainee will be able to communicate effectively through the use of a memo.

9.3.3.3 The trainee will be able to communicate effectively through the use of written reports.

Competency Component:

9.3.4: To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

BEHAVIORAL OBJECTIVES:

9.3.4.1 The trainee will be able to identify situations where the use of visual aids will enhance communication.

9.3.4.2 The trainee will be able to delineate the various types of visual aids likely to be employed by a curriculum consultant, the materials they consist of, and the advantages and disadvantages of each.

9.3.4.3 The trainee will be able to employ the principles of visual presentation effectively: spacing, color, letter size, attractiveness, stimulus value, etc.

9.3.4.4 The trainee will be able to identify the most appropriate form of visual presentation for a specific situation (e.g., an illustration pad mounted on an easel would be more appropriate for a small group meeting than a large conference session).

COMPETENCY 9.4: *The curriculum consultant will be capable of identifying his objective for a presentation situation (i.e., to inform, inspire, persuade, etc.) and employ the most suitable techniques.*

Competency Component:

9.4.1: To assist the trainee in specifying the parameters of efficient communication within groups.

BEHAVIORAL OBJECTIVES:

9.4.1.1 The trainee will be able to delineate the various roles of the source-encoder in communication situations.

9.4.1.2 The trainee will be able to delineate the various roles of the receiver-decoder in communication situations.

9.4.1.3 The trainee will be able to specify physical characteristics which enhance within-group communication.

Competency Component:

9.4.2: To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

BEHAVIORAL OBJECTIVES:

9.4.2.1 The trainee will be able to delineate the techniques employed in informative speaking.

9.4.2.2 The trainee will be able to delineate the techniques employed in persuasive speaking.

9.4.2.3 The trainee will be able to delineate the techniques employed in inspirational speaking.

Competency Component:

9.4.3: To assist the trainee in identifying the objectives for a presentation situation and delineating the processes involved in achieving them.

BEHAVIORAL OBJECTIVES:

9.4.3.1 The trainee will be able to identify the goals he wishes to achieve through his communication.

9.4.3.2 The trainee will be able to analyze his objectives to determine the communication situations, techniques, and procedures necessary to obtain his goal.

COMPETENCY 9.5: *A curriculum consultant should be capable of identifying and arranging interpersonal situations (i.e., individual conferences, small groups, large group meetings, etc.) which enhance communication.*

Competency Component:

9.5.1: To assist the trainee in determining the type of communication situation which would best accommodate the characteristics of the population and/or the problem.

BEHAVIORAL OBJECTIVES:

9.5.1.1 The trainee will be able to identify the characteristics of the population (i.e., number of individuals involved, previous knowledge, the relationship of the individual(s) to the problem, etc.) and the characteristics of the problem which are relevant to determining the communication situation.

9.5.1.2 The trainee will be able to identify the relative strengths and weaknesses of each of the communication situations.

9.5.1.3 The trainee will be able to delineate the parameters and techniques involved in successfully communicating through each communication situation.

9.5.1.4 The trainee will be able to determine the communication situation which would maximally facilitate interaction for a specific problem and/or population.

Competency Component:

9.5.2: To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

BEHAVIORAL OBJECTIVES:

9.5.2.1 The trainee will be able to delineate the necessary steps in preparing for a communication situation.

9.5.2.2 The trainee will be able to delineate the elements involved in conducting a successful meeting.

9.5.2.3 The trainee will be able to utilize scheduling procedures, seating arrangements, and presentation techniques to enhance communication.

9.5.2.4 The trainee will be able to design and implement an appropriate follow-up program for a communication situation.

COMPETENCY 9.6: *A curriculum consultant should be capable of designing communication procedures applicable to the role of a curriculum consultant in a local school situation.*

Competency Component:

9.6.1: To assist the trainee in evaluating consulting tasks to determine those which necessitate systematic communication procedures.

BEHAVIORAL OBJECTIVES:

9.6.1.1 The trainee will be able to identify consulting tasks which involve the dissemination, retrieval or exchange of information.

9.6.1.2 The trainee will be able to delineate the various people who are or should be involved in selected consultation tasks.

9.6.1.3 The trainee will be able to examine a consultation situation and delineate the objective of the consultation, the target individual(s), and the type(s) of communication which should be involved.

9.6.1.4 The trainee will be able to develop a PERT for establishing one form of communication procedure which enhances the role of a curriculum consultant.

Competency Component:

9.6.2: To assist the trainee in preparing a set of guidelines for curriculum consultants to follow in establishing and maintaining effective communication.

BEHAVIORAL OBJECTIVES:

9.6.2.1 The trainee will be able to describe the basic requirements of effective communication.

9.6.2.2 The trainee will be able to develop a job description for a curriculum consultant.

9.6.2.3 The trainee will be able to identify the modes of communication most likely to be employed by a curriculum consultant.

9.6.2.4 The trainee will be able to delineate 10 suggestions to help a curriculum consultant establish an effective communication system.

MODULE #10: MODULE SPECIFICATIONS FOR:

Developing / Support Systems

TRAINEE'S MANUAL

Module #10: Developing / Support Systems

Module Scope: The purpose of this module is to assist you in becoming knowledgeable of support systems and how they might be employed to improve instruction for exceptional children. For purposes of this module, "support systems" refers to in-service training programs, good teaching-learning conditions, acquisition of needed instructional materials, and use of consultative services. The emphasis here will be on developing and using support systems. It is anticipated that this module will prepare you to assist others in making maximum use of the support systems available in their communities and/or school districts. The experiences provided through this module will also enhance your ability to acquire those support systems which are needed but may not be provided within the district you are working.

Module Specifications: This module contains 4 competencies, 15 competency components, and 50 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 10

DEVELOPING/SUPPORT SYSTEMS

COMPETENCY 10.1: *A curriculum consultant should be capable of developing a comprehensive and systematic in-service training program.*

Competency Component:

10.1.1: To assist the trainee in determining the need for specific in-service training programs.

BEHAVIORAL OBJECTIVES:

10.1.1.1 The trainee will be able to develop two procedures for determining specific in-service needs.

10.1.1.2 The trainee will be able to identify the in-service needs of a specific school district.

10.1.1.3 The trainee will be able to analyze a packaged in-service workshop and determine the problems to which it is applicable.

Competency Component:

10.1.2: To assist the trainee in determining resources available within the school district for in-service training.

BEHAVIORAL OBJECTIVES:

10.1.2.1 The trainee will be able to identify the specific resources required for in-service programming.

10.1.2.2 The trainee will be able to describe how resources needed for in-service programming may be acquired.

10.1.2.3 The trainee will be able to develop recommendations to administrators regarding the acquisition of needed, but unavailable, resources.

Competency Component:

10.1.3: To assist the trainee in structuring an in-service training program.

BEHAVIORAL OBJECTIVES:

10.1.3.1 The trainee will be able to identify the in-service needs of a specific school district.

10.1.3.2 The trainee will be able to rank the in-service needs of a district based on teacher perceived priorities.

10.1.3.3 The trainee will be able to identify the major resources required for implementing an in-service program based on teacher perceived priorities.

10.1.3.4 The trainee will be able to prepare a budget estimate of the cost of implementing an in-servide program.

10.1.3.5 The trainee will be able to prepare a sample package of the communications necessary to announce a workshop.

Competency Component:

10.1.4: To assist the trainee in developing a plan for implementing a long-term in-service training program in a local district.

BEHAVIORAL OBJECTIVES:

10.1.4.1 The trainee will be able to specify goals for a long-term in-service training program.

10.1.4.2 The trainee will be able to develop a set of policies for a long-term in-service program.

10.1.4.3 The trainee will be able to demonstrate the importance of centralized responsibility for administrating an in-service program.

10.1.4.4 The trainee will be able to determine the annual budget allocation for an in-service program in a particular school district.

10.1.4.5 The trainee will be able to prepare a report to the Board of Education justifying expenditures for in-service programming.

10.1.4.6 The trainee will be able to develop a communication system with teachers for evaluating in-service programs.

COMPETENCY 10.2: *The curriculum consultant should be capable of designing classroom settings conducive to good teaching-learning conditions.*

Competency Component:

10.2.1: To assist the trainee in recognizing the need for good physical classroom conditions.

BEHAVIORAL OBJECTIVES:

10.2.1.1 The trainee will be able to list those classroom characteristics exemplifying good physical facilities.

10.2.1.2 The trainee will be able to ascertain the views of teachers on characteristics of good classroom facilities.

10.2.1.3 The trainee will be able to rank the physical characteristics of a classroom in order of their importance for providing good classroom conditions.

10.2.1.4 The trainee will be able to identify the consequences relative to pupil learning given specific features of poor classroom design.

Competency Component:

10.2.2: To assist the trainee in modifying existing physical conditions.

BEHAVIORAL OBJECTIVES:

10.2.2.1 The trainee will be able to analyze a classroom regarding physical conditions and determine those conditions which inhibit good classroom teaching.

10.2.2.2 The trainee will be able to provide teachers with suggestions on how to correct features identified in 10.2.2.1.

Competency Component:

10.2.3: To assist the trainee in designing an "ideal" classroom setting.

BEHAVIORAL OBJECTIVES:

10.2.3.1 The trainee will be able to list those characteristics required for good classroom physical facilities.

10.2.3.2 The trainee will be able to design a plan for an ideal classroom.

10.2.3.3 The trainee will be able to prepare a budget request covering the specifications of the ideal classroom.

10.2.3.4 The trainee will be able to justify the facilities requested in his "ideal" classroom plan.

Competency Component:

10.2.4: To assist the trainee in communicating the need for good classroom facilities to the administration.

BEHAVIORAL OBJECTIVES:

10.2.4.1 The trainee will be able to rank the physical characteristics of a classroom in order of their importance for providing good classroom conditions.

10.2.4.2 The trainee will be able to justify to the administration the need for a good classroom setting.

10.2.4.3 The trainee will be able to develop criteria for evaluating the facilities in a specified classroom.

COMPETENCY 10.3: *A curriculum consultant should be capable of developing procedures which facilitate the acquisition of needed instructional materials.*

Competency Component:

10.3.1: To assist the trainee in helping teachers determine their need for instructional materials.

BEHAVIORAL OBJECTIVES:

10.3.1.1 The trainee will be able to analyze a program to determine what additional instructional materials are needed.

10.3.1.2 The trainee will be able to establish a priority ranking of the instructional materials identified as needed.

10.3.1.3 The trainee will be able to develop a set of procedures for teachers to use in assessing their need for instructional materials.

Competency Component:

10.3.2: To assist the trainee in gaining awareness of the channels available to teachers for the acquisition of instructional materials.

BEHAVIORAL OBJECTIVES:

10.3.2.1 The trainee will be able to provide a teacher with a list of resources available for acquiring needed instructional materials.

10.3.2.2 The trainee will be able to assist teachers in preparing requisitions for instructional materials which will enhance their likelihood of acquisition.

10.3.2.3 The trainee will be able to suggest the most convenient instructional materials source available given a specified instructional need.

Competency Component:

10.3.3: To assist the trainee in developing procedures for the acquisition of specific materials.

BEHAVIORAL OBJECTIVES:

10.3.3.1 The trainee will be able to develop a budget for the acquisition of specified instructional materials.

10.3.3.2 The trainee will be able to justify to the administration the need for requested instructional materials.

10.3.3.3 The trainee will be able to recommend to administrators and teachers the most cost efficient methods of acquiring instructional materials.

COMPETENCY 10.4: *A curriculum consultant should be capable of assisting teachers in obtaining needed consultative services.*

Competency Component:

10.4.1: To assist the trainee in identifying the need for a specific consultative service.

BEHAVIORAL OBJECTIVES:

10.4.1.1 The trainee will be able to identify the services available given a specific consultative need.

10.4.1.2 The trainee will be able to justify to teachers and administrators the need for specific consultative services.

10.4.1.3 The trainee will be able to provide teachers with the information necessary for making efficient use of consultative services.

Competency Component:

10.4.2: To assist the trainee in determining the consultative services available in both the school district and the local area.

BEHAVIORAL OBJECTIVES:

10.4.2.1 The trainee will be able to list the consultative services available in both the school district and the local area.

10.4.2.2 The trainee will be able to advise teachers of the qualifications required to obtain various consultative services.

10.4.2.3 The trainee will be able to explain the procedures for using specific consultative services.

Competency Component:

10.4.3: To assist the trainee in making the administration aware of needed consultative services which are not available.

BEHAVIORAL OBJECTIVES:

10.4.3.1 The trainee will be able to recommend the additional consultative services needed in a school district or a local area.

10.4.3.2 The trainee will be able to justify requested services by citing problems he anticipates they will solve.

10.4.3.3 The trainee will be able to suggest procedures for acquiring needed consultative services.

Competency Component:

10.4.4: To assist trainees in developing procedures for utilizing consultative services.

BEHAVIORAL OBJECTIVES:

10.4.4.1 The trainee will be able to develop a referral procedure for using district or community based consultative resources.

10.4.4.2 The trainee will be able to explain the procedures for using specific consultative services.

MODULE #11: MODULE SPECIFICATIONS FOR:

Training/Instruction

TRAINEE'S MANUAL

Module #11: Training/Instruction

Module Scope: This module is designed to help you gain the skills necessary to train educational personnel in the area of instruction. Various aspects of instruction including instructional methodologies, classroom management techniques, and pupil data collection techniques are covered. You will be given the opportunity to determine what teacher needs exist in the area of instruction, and design and organize effective programs and activities to meet those needs. The activities in this module stress a knowledge based approach to the area of training and provide relevant information and experience to enable you to plan, design, and organize appropriate training programs in the area of instruction.

Module Specifications: This module contains 4 competencies, 12 competency components, and 38 behaviorally stated objectives.

SECTraC Specifications for:

Module 11

Training/Instruction

COMPETENCY 11.1: *A curriculum consultant should be capable of designing and organizing instructional activities aimed at the development of specific skills requisite to various educational roles.*

Competency Component:

11.1.1: To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

BEHAVIORAL OBJECTIVES:

11.1.1.1 The trainee will be able to determine the reason(s) underlying a request for teacher training, i.e., self-improvement, requirement for certification, administrative demand.

11.1.1.2 The trainee will be able to distinguish between training needs which are developmental, short-term, long-term, and informational in nature.

11.1.1.3 The trainee will be able to identify alternative training modes.

11.1.1.4 The trainee will be able to identify and describe the information or skills to be included in the training sessions.

11.1.1.5 The trainee will be able to elicit from teachers high priority topics to be developed into instructional packages for in-service training.

Competency Component:

11.1.2: To assist the trainee in translating teacher training needs into instructional programs.

BEHAVIORAL OBJECTIVES:

11.1.2.1 The trainee will be able to assess the willingness of teaching personnel to participate in training sessions.

11.1.2.2 The trainee will be able to write behavioral objectives for training sessions based on identified teacher needs.

11.1.2.3 The trainee will be able to design instructional activities for training specific objectives.

Competency Component:

11.1.3: To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

BEHAVIORAL OBJECTIVES:

11.1.3.1 The trainee will be able to compile a list of methods which can be utilized in training sessions.

11.1.3.2 The trainee will be able to determine the strengths and weaknesses of various training methods for specific instructional needs.

11.1.3.3 The trainee will be able to assess existing training resources, i.e., facilities, equipment, and materials.

11.1.3.4 The trainee will be able to outline the development of training sessions given a simulated situation and relevant data.

11.1.3.5 The trainee will be able to suggest modifications of training sessions appropriate for presentation to large and small groups.

Competency Component:

11.1.4: To assist the trainee in determining the consequences of specific training sessions.

BEHAVIORAL OBJECTIVES:

11.1.4.1 The trainee will be able to develop methods for eliciting feedback from participants in training sessions.

11.1.4.2 The trainee will be able to determine if a need or desire for additional instruction exists.

11.1.4.3 The trainee will be able to suggest alternative experiences when a need or desire for additional training is indicated.

COMPETENCY 11.2: *A curriculum consultant should be capable of planning a training program relevant to the selection and utilization of instructional methodologies and classroom management techniques with exceptional children.*

Competency Component:

11.2.1: To assist the trainee in planning training programs on the use of information storage and retrieval vehicles.

BEHAVIORAL OBJECTIVES:

11.2.1.1 The trainee will be able to plan a training program on the utilization of services rendered by the IMC-RMC Network.

11.2.1.2 The trainee will be able to plan a training program on the utilization of services rendered by ERIC.

11.2.1.3 The trainee will be able to plan a training program on the utilization of the Prescriptive Materials Retrieval System.

Competency Component:

11.2.2: To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching, and contract teaching.

BEHAVIORAL OBJECTIVES

11.2.2.1 The trainee will be able to plan activities to introduce the basic components and theories of four instructional methodologies.

11.2.2.2 The trainee will be able to suggest activities for comparing and contrasting instructional methodologies to determine the most appropriate for a specified instructional situation.

11.2.2.3 The trainee will be able to plan a demonstration of a selected instructional methodology.

11.2.2.4 The trainee will be able to outline a workshop for use in a simulated training session on the application of selected instructional methodology.

Competency Component:

11.2.3: To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segments, and space arrangements.

BEHAVIORAL OBJECTIVES:

11.2.3.1 The trainee will be able to plan activities which introduce the basic components and theories of six classroom management systems.

11.2.3.2 The trainee will be able to suggest activities for comparing and contrasting classroom management techniques to determine the most appropriate for a specified instructional situation.

11.2.3.3 The trainee will be able to plan a demonstration of a selected classroom management system.

11.2.3.4 The trainee will be able to outline a workshop to be used in a simulated training session on the employment of a selected classroom management system.

COMPETENCY 11.3: *A curriculum consultant should be capable of planning training programs concerned with the identification and utilization of data collection techniques and instruments.*

Competency Component:

11.3.1: To assist the trainee in planning training programs on pupil data collection techniques and instruments.

BEHAVIORAL OBJECTIVES:

11.3.1.1 The trainee will be able to prepare a brief description of five pupil data collecting techniques, i.e., observation, standardized tests, interviews, self-assessments, and case history.

11.3.1.2 The trainee will be able to outline a training program on the collection and utilization of pupil data.

Competency Component:

11.3.2: To assist the trainee in planning a training program on the construction of learning profiles.

BEHAVIORAL OBJECTIVES:

11.3.2.1 The trainee will be able to develop a list of ten resources concerned with the use of learning profiles.

11.3.2.2 The trainee will be able to outline a training program on the construction of learning profiles.

Competency Component:

11.3.3: To assist the trainee in planning a training program on the interpretation of pupil data.

BEHAVIORAL OBJECTIVES:

11.3.3.1 The trainee will be able to list sources of pupil data.

11.3.3.2 The trainee will be able to plan activities on the interpretation of pupil data.

COMPETENCY 11.4: *A curriculum consultant should be capable of planning a training program on the management of organizational and supervisory problems encountered in instruction.*

Competency Component:

11.4.1: To assist the trainee in planning a training program on the direction of auxiliary personnel in the classroom.

BEHAVIORAL OBJECTIVES:

11.4.1.1 The trainee will be able to plan training activities on the supervision of classroom aids.

11.4.1.2 The trainee will be able to plan training activities on the supervision of student teachers.

11.4.1.3 The trainee will be able to plan training activities on the supervision of specialists previously inexperienced in work with exceptional children, i.e., music teachers, physical education teachers, counselors, and psychologists.

Competency Component:

11.4.2: To assist the trainee in planning training programs on organizational systems pertaining to instruction within the classroom.

BEHAVIORAL OBJECTIVES:

11.4.2.1 The trainee will be able to plan training activities on classroom storage and retrieval of instructional resources and materials.

11.4.2.2 The trainee will be able to plan training activities on classroom record keeping procedures.

MODULE #12: MODULE SPECIFICATIONS FOR:

Training / Materials and Media

TRAINEE'S MANUAL

Module #12: Training / Materials and Media

Module Scope: It is the intent of this module to prepare you to function as an instructor to teachers and administrators concerned with the use of instructional materials and media. The initial activities are designed to prepare you to train educators in the selection and evaluation of existing instructional materials and media. The second module element focuses on the transmission of procedures for the development of teacher-made materials, and the third on the implementation of instructional materials and media in curriculum areas.

Module Specifications: This module contains 3 competencies, 10 competency components, and 52 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 12

TRAINING/MATERIALS AND MEDIA

COMPETENCY 12.1: *A curriculum consultant should be capable of training teachers and administrators in the selection and evaluation of instructional materials and media.*

Competency Component:

12.1.1: To assist the trainee in acquainting teachers and administrators with sources of information on instructional materials and media.

BEHAVIORAL OBJECTIVES:

12.1.1.1 The trainee will be able to assist teachers and administrators in identifying five journals which regularly disseminate information concerning instructional materials and media.

12.1.1.2 The trainee will be able to assist teachers and administrators in the utilization of the IMC-RMC network.

12.1.1.3 The trainee will be able to develop a current listing of commercial publishers concerned primarily with instructional materials and media relating to special education.

12.1.1.4 The trainee will be able to relate to teachers and administrators the procedures for obtaining instructional materials and media from publishers for review.

Competency Component:

12.1.2: To assist the trainee in familiarizing teachers and administrators with the available special education instructional materials and media in each curriculum area.

BEHAVIORAL OBJECTIVES:

12.1.2.1 The trainee will be able to select examples of language arts materials and media for presentation to teachers and administrators.

12.1.2.2 The trainee will be able to select examples of social studies materials and media for presentation to teachers and administrators.

12.1.2.3 The trainee will be able to select examples of mathematics materials and media for presentation to teachers and administrators.

12.1.2.4 The trainee will be able to select science materials and media for presentation to teachers and administrators.

12.1.2.5 The trainee will be able to select health, safety and physical education materials and media for presentation to teachers and administrators.

12.1.2.6 The trainee will be able to select practical arts and vocational education materials and media for presentation to teachers and administrators.

Competency Component:

12.1.3: To assist the trainee in presenting to teachers and administrators the existing knowledge relative to the evaluation of instructional materials and media.

BEHAVIORAL OBJECTIVES:

12.1.3.1 The trainee will be able to acquaint teachers and administrators with sources of information on the evaluation of instructional materials and media.

12.1.3.2 The trainee will be able to select major instructional materials evaluation models for presentation to teachers and administrators.

12.1.3.3 The trainee will be able to instruct teachers and administrators in the application of an evaluation model to specified instructional materials and media.

12.1.3.4 The trainee will be able to instruct teachers and administrators in the evaluation of materials and media in relationship to a specified instructional system (i.e., one-to-one, self-contained classroom, schools, districts).

12.1.3.5 The trainee will be able to direct teachers and administrators in the evaluation of publishers material accompanying any instructional material or media.

12.1.3.6 The trainee will be able to direct teachers and administrators in the identification of the characteristics of an instructional setting which are related to the evaluation of instructional materials and media.

12.1.3.7 The trainee will be able to instruct teachers and administrators in assessing the cost efficiency of instructional materials and media.

COMPETENCY 12.2: *A curriculum consultant should be capable of training teachers and administrators in the development of instructional materials and media.*

Competency Component:

12.2.1: To assist the trainee in identifying and describing for teachers and administrators the potentialities of various forms of teacher-made materials.

BEHAVIORAL OBJECTIVES:

12.2.1.1 The trainee will be able to present to teachers and administrators a listing of the capabilities provided by teacher-made visual materials for projection.

12.2.1.2 The trainee will be able to present to teachers and administrators a listing of the capabilities provided by teacher-made audio materials.

12.2.1.3 The trainee will be able to present to teachers and administrators a listing of the capabilities provided by teacher-made display materials.

12.2.1.4 The trainee will be able to present to teachers and administrators a listing of the capabilities provided by teacher-procured realia.

Competency Component:

12.2.2: To assist the trainee in identifying and describing for teachers and administrators the instructional situations in which teacher-produced materials would be beneficial.

BEHAVIORAL OBJECTIVES:

12.2.2.1 The trainee will be able to direct teachers and administrators in the examination of instructional situations to determine those which warrant the use of teacher-made instructional materials.

12.2.2.2 The trainee will be able to direct teachers and administrators in establishing criteria for determining the feasibility of developing teacher-made materials.

12.2.2.3 The trainee will be able to guide teachers and administrators in determining appropriate materials and media for specific instructional situations.

Competency Component:

12.2.3: To assist the trainee in instructing teachers and administrators in the development of teacher-produced materials.

BEHAVIORAL OBJECTIVES:

12.2.3.1 The trainee will be able to instruct teachers and administrators in the development of teacher-made visual instructional materials for projection.

12.2.3.2 The trainee will be able to instruct teachers and administrators in the development of teacher-made audio materials.

12.2.3.3 The trainee will be able to instruct teachers and administrators in the development of teacher-made display materials.

12.2.3.4 The trainee will be able to instruct teachers and administrators in the procurement of realia.

COMPETENCY 12.3: *A curriculum consultant should be capable of training teachers and administrators in the implementation of instructional materials and media.*

Competency Component:

12.3.1: To assist the trainee in instructing teachers and administrators in the implementation of realia in each curriculum area.

BEHAVIORAL OBJECTIVES:

12.3.1.1 The trainee will be able to direct teachers and administrators in the successful implementation of realia in the area of language arts.

12.3.1.2 The trainee will be able to direct teachers and administrators in the successful implementation of realia in the area of mathematics.

12.3.1.3 The trainee will be able to direct teachers and administrators in the successful implementation of realia in the area of social studies.

12.3.1.4 The trainee will be able to direct teachers and administrators in the successful implementation of realia in the area of science.

12.3.1.5 The trainee will be able to direct teachers and administrators in the successful implementation of realia in the area of health, safety, and physical education.

12.3.1.6 The trainee will be able to direct teachers and administrators in the successful implementation of realia in the area of practical arts and vocational education.

Competency Component:

12.3.2: To assist the trainee in instructing teachers and administrators in the implementation of audio materials in each curriculum area.

BEHAVIORAL OBJECTIVES:

12.3.2.1 The trainee will be able to direct teachers and administrators in the successful implementation of audio materials in the area of language arts.

12.3.2.2 The trainee will be able to direct teachers and administrators in the successful implementation of audio materials in the area of mathematics.

12.3.2.3 The trainee will be able to direct teachers and administrators in the successful implementation of audio materials in the area of social studies.

12.3.2.4 The trainee will be able to direct teachers and administrators in the successful implementation of audio materials in the area of science.

12.3.2.5 The trainee will be able to direct teachers and administrators in the successful implementation of audio materials in the area of health, safety, and physical education.

12.3.2.6 The trainee will be able to direct teachers and administrators in the successful implementation of audio materials in the area of practical arts and vocational education.

Competency Component:

12.3.3: To assist the trainee in instructing teachers and administrators in the implementation of displays for each curriculum area.

BEHAVIORAL OBJECTIVES:

12.3.3.1 The trainee will be able to direct teachers and administrators in the successful implementation of displays in the area of language arts.

12.3.3.2 The trainee will be able to direct teachers and administrators in the successful implementation of displays in the area of mathematics.

12.3.3.3 The trainee will be able to direct teachers and administrators in the successful implementation of displays in the area of social studies.

12.3.3.4 The trainee will be able to direct teachers and administrators in the successful implementation of displays in the area of science.

12.3.3.5 The trainee will be able to direct teachers and administrators in the successful implementation of displays in the area of health, safety, and physical education.

12.3.3.6 The trainee will be able to direct teachers and administrators in the successful implementation of displays in the area of practical arts and vocational education.

Competency Component:

12.3.4: To assist the trainee in instructing teachers and administrators in the implementation of projected visual materials in each curriculum area.

BEHAVIORAL OBJECTIVES:

12.3.4.1 The trainee will be able to direct teachers and administrators in the successful implementation of projected visual materials in the area of language arts.

12.3.4.2 The trainee will be able to direct teachers and administrators in the successful implementation of projected visual materials in the area of mathematics.

12.3.4.3 The trainee will be able to direct teachers and administrators in the successful implementation of projected visual materials in the area of social studies.

12.3.4.4 The trainee will be able to direct teachers and administrators in the successful implementation of projected visual materials in the area of science.

12.3.4.5 The trainee will be able to direct teachers and administrators in the successful implementation of projected visual materials in the area of health, safety, and physical education.

12.3.4.6 The trainee will be able to direct teachers and administrators in the successful implementation of projected visual materials in the area of practical arts and vocational education.

MODULE #13: MODULE SPECIFICATIONS FOR:

Training / Communication Processes

TRAINEE'S MANUAL

Module #13: Training / Communication Processes

Module Scope: This module focuses on the skills you need to assist teachers in communicating with parents and colleagues regarding the curriculum he employs. The emphasis is on the use of conferences and report cards as methods for communicating with parents about the curriculum. With colleagues the emphasis will be on how the teacher can illustrate to her colleagues the nature of her curriculum. Obviously there are other dimensions to training in communication. However, the majority of these communication skills are stressed in other modules on communication. In this module we are specifically concerned with teacher-teacher and teacher-parent communications relevant to curriculum

Module Specifications: This module contains 2 competencies, 5 competency components, and 17 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 13

TRAINING/COMMUNICATION PROCESSES

COMPETENCY 13.1: *A curriculum consultant should be capable of instructing teachers in procedures applicable to communicating with parents on curriculum for exceptional children.*

Competency Component:

13.1.1: To assist the trainee in identifying types of information about curriculum for exceptional children which teachers will likely find necessary to communicate to parents.

BEHAVIORAL OBJECTIVES:

13.1.1.1 The trainee will be able to describe why it is important for teachers to communicate to parents information on each of the following: emphasis of curriculum, changes in curriculum, experimental programs, special events, student progress, reporting procedures, and scope of curriculum.

13.1.1.2 The trainee will be able to list three statements about any four of the following which would appropriately be conveyed to parents: emphasis of curriculum, changes in curriculum, experimental programs, special events, student progress, reporting procedures, and scope of curriculum.

Competency Component:

13.1.2: To assist the trainee in instructing teachers on the use of report cards in communicating with parents on curriculum.

BEHAVIORAL OBJECTIVES:

13.1.2.1 The trainee will be able to prepare a two-page memo to teachers explaining the role of report cards in communicating to parents about curriculum.

13.1.2.2 The trainee will be able to analyze a special class report card and verbally interpret what they feel is conveyed about curriculum via this particular format.

13.1.2.3 The trainee will be able to design a report card given a description of the curriculum for a class serving exceptional children.

Competency Component:

13.1.3: To assist the trainee in instructing teachers in procedures applicable to communicating with parents on curriculum via conferences.

BEHAVIORAL OBJECTIVES:

13.1.3.1 The trainee will be able to list four types of curriculum related information which are best conveyed to parents via conferences.

13.1.3.2 The trainee will be able to prepare a set of guidelines containing ten points relevant to conducting a parent conference.

13.1.3.3 The trainee will be able to differentiate between three media tapes of parent-teacher conferences of different effectiveness and provide a rationale for their rating.

13.1.3.4 The trainee will be able to conduct a simulated parent conference given descriptive data on the curriculum and information on the child.

COMPETENCY 13.2: *A curriculum consultant should be capable of instructing teachers in techniques of communicating with colleagues about curriculum for exceptional children.*

Competency Component:

13.2.1: To assist the trainee in identifying information about curriculum for exceptional children which teachers should convey to colleagues.

BEHAVIORAL OBJECTIVES:

13.2.1.1 The trainee will be able to employ a survey technique to elicit from teachers the information they feel colleagues should be knowledgeable of pertaining to curriculum for exceptional children.

13.2.1.2 The trainee will be able to determine what curriculum related information warrants being communicated to colleagues given a description of a teacher-perceived problem.

13.2.1.3 The trainee will be able to analyze the curriculum for a special class, grade level, or subject matter area, and identify curriculum related information which warrants being communicated to regular education teachers who are colleagues of teachers working with exceptional children.

13.2.1.4 The trainee will be able to construct a hierarchy of curriculum related information which teachers should communicate to colleagues at the beginning of a new program.

Competency Component:

13.2.2: To assist the trainee in instructing teachers in developing procedures which could be employed for conveying information about the curriculum of exceptional children to colleagues.

BEHAVIORAL OBJECTIVES:

13.2.2.1 The trainee will be able to identify and describe three different procedures teachers could employ to convey information to colleagues about the curriculum of exceptional children.

13.2.2.2 The trainee will be able to give a rationale listing the advantages and disadvantages for using each of three procedures for conveying information to colleagues about the curriculum of exceptional children.

13.2.2.3 The trainee will be able to apply a specific procedure in assisting a teacher in an actual situation where curriculum information needs to be communicated to colleagues.

13.2.2.4 The trainee will be able to construct an example of each of three procedures for conveying information to colleagues on curriculum of exceptional children given descriptive information about a curriculum situation.

MODULE #14: MODULE SPECIFICATIONS FOR:
Advising/Curriculum

TRAINEE'S MANUAL

Module #14: Advising/Curriculum

Module Scope: This module is primarily aimed at preparing you to assist teachers and administrators in coping with curriculum problems related to exceptional children. The emphasis is on your advisory role as a consultant and on the process of determining what constitutes a curriculum problem, in contrast to focusing on the solutions to a wide array of specific problems. Skills included in the first module element are the establishment of rapport in advisement situations, the application of advisory techniques, and maintenance of rapport until a problem situation is resolved. Additional elements are concerned with establishing yourself as a resource to personnel encountering curriculum related problems, the employment of systems analysis as a method for examining problems, and devising resolutions to identified curriculum problems.

Module Specifications: This module contains 4 competencies, 9 competency components, and 36 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 14

ADVISING/CURRICULUM

COMPETENCY 14.1: *A curriculum consultant should be capable of functioning in an advisory role.*

Competency Component:

14.1.1: To assist the trainee in establishing rapport in advisement situations.

BEHAVIORAL OBJECTIVES:

14.1.1.1 The trainee will be able to differentiate between situations warranting advisement and situations warranting alternative approaches such as in-service training, immediate decision, or no attention.

14.1.1.2 The trainee will be able to describe at least four conditions under which advisement would most likely be a suitable intervention.

14.1.1.3 The trainee will be able to describe five prerequisites to an advisement situation necessary for the establishment of rapport.

14.1.1.4 The trainee will be able to describe an optimal conference climate.

14.1.1.5 The trainee will be able to guide advisees in clarifying stated problems.

14.1.1.6 The trainee will be able to demonstrate reinforcement techniques applicable to advisement situations.

14.1.1.7 The trainee will be able to discuss the importance of establishing rapport in an advisement situation.

Competency Component:

14.1.2: To assist the trainee in becoming familiar with information dissemination techniques applicable to advisement situations.

BEHAVIORAL OBJECTIVES:

14.1.2.1 The trainee will be able to describe advisement situations for which the following information dissemination techniques would be applicable: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation.

14.1.2.2 The trainee will be able to describe appropriate uses for the following information dissemination techniques: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation.

14.1.2.3 The trainee will be able to demonstrate the ability to employ each of the following techniques given a simulated advisement situation: (1) demonstration, (2) visual illustration, (3) informal verbal presentation, (4) formal verbal presentation.

14.1.2.4 The trainee will be able to discuss the importance of selecting the most appropriate information dissemination techniques for particular advisement situations.

Competency Component:

14.1.3: To assist the trainee in maintaining rapport in an advisory situation until the problem requiring advisement has been resolved.

BEHAVIORAL OBJECTIVES:

14.1.3.1 The trainee will be able to differentiate between long-term and short-term advising situations.

14.1.3.2 The trainee will be able to identify cues which suggest that the advisee desires additional assistance.

14.1.3.3 The trainee will be able to assist advisees in devising alternate solutions to problems.

14.1.3.4 The trainee will be able to describe procedures for acquiring feedback on advisement situtations.

14.1.3.5 The trainee will be able to describe procedures for bringing closure to three different simulated advisement situations.

COMPETENCY 14.2: *A curriculum consultant should be capable of establishing himself as an obvious resource to personnel encountering problems related to curriculum for exceptional children.*

Competency Component:

14.2.1: To assist the trainee in identifying those features of an advisement situation which indicate the need for continued involvement with advisees.

BEHAVIORAL OBJECTIVES:

14.2.1.1 The trainee will be able to differentiate consultation situations which are short-term from those requiring more long-term involvement.

14.2.1.2 The trainee will be able to identify cues which suggest that teachers desire advisement on curriculum related problems.

14.2.1.3 The trainee will be able to identify cues which suggest that teachers need advisement on curriculum.

Competency Component:

14.2.2: To assist the trainee in establishing procedures which facilitate the provision of advisement opportunities relative to curriculum for exceptional children.

BEHAVIORAL OBJECTIVES:

14.2.2.1 The trainee will be able to design communiques which clearly describe the role of a consultant.

14.2.2.2 The trainee will be able to design activities and materials which illustrate the services offered by a curriculum consultant.

14.2.2.3 The trainee will be able to design formal and informal referral procedures which encourage teachers and administrators to make use of consulting services.

14.2.2.4 The trainee will be able to design procedures for obtaining access to consulting services outside the school.

COMPETENCY 14.3: *A curriculum consultant should be capable of analyzing curriculum related problems and determining the possible consequences of the problems, personnel affected, and personnel having responsibilities for resolving the problem.*

Competency Component:

14.3.1: To assist the trainee in identifying curriculum related problems.

BEHAVIORAL OBJECTIVES:

14.3.1.1 The trainee will be able to describe curriculum related problems frequently encountered by local districts serving handicapped children.

14.3.1.2 The trainee will be able to design survey procedures designed to identify curriculum related problems.

14.3.1.3 The trainee will be able to structure a plan for identifying curriculum problems which involves techniques other than surveys.

Competency Component:

14.3.2: To assist the trainee in applying systems analysis to curriculum related problems.

BEHAVIORAL OBJECTIVES:

14.3.2.1 The trainee will be able to cite three references which describe systems analysis applications to curriculum.

14.3.2.2 The trainee will be able to illustrate the use of systems analysis and flow charting relative to identifying curriculum related problems.

14.3.2.3 The trainee will be able to apply a form of systems analysis including flow charting to the analysis of a specified curriculum related problem.

COMPETENCY 14.4: *A curriculum consultant should be capable of developing a plan of action for resolving curriculum problems.*

Competency Component:

14.4.1: To assist the trainee in identifying resources available to teachers and administrators for resolving curriculum related problems.

BEHAVIORAL OBJECTIVES:

14.4.1.1 The trainee will be able to identify resource persons and facilities available within the school district appropriate for resolving curriculum related problems.

14.4.1.2 The trainee will be able to identify agencies, facilities, and individuals within the community as potential resources for resolving curriculum related problems.

14.4.1.3 The trainee will be able to demonstrate the value of professional literature as a resource for resolving curriculum related problems.

Competency Component:

14.4.2: To assist the trainee in developing planning strategies applicable to the process of resolving curriculum problems through advisement.

BEHAVIORAL OBJECTIVES:

14.4.2.1 The trainee will be able to apply task analysis procedures to a simulated curriculum related problem.

14.4.2.2 The trainee will be able to demonstrate planning skills including the specification of objectives, evaluation procedures, and follow-through, in using advisement as a process in resolving curriculum related problems.

14.4.2.3 The trainee will be able to apply systems analysis techniques including flow charting to advisement resolutions of simulated curriculum related problems.

MODULE #15: MODULE SPECIFICATIONS FOR:

Advising / Instruction

TRAINEE'S MANUAL

Module #15: Advising / Instruction

Module Scope: This module is designed to prepare you to function in an advisory capacity in the area of instruction. It aids you in gaining skills involved in the advisory role; what skills and techniques can be used to establish and maintain rapport, relay information, and initiate, maintain, and terminate advisement situations. The activities in this module will prepare you to provide direction in the selection and use of instructional methodologies, classroom management techniques, and pupil data collection techniques. The last element of this module is designed to assist you in advising teachers on the need for experimentation, acquaint you with the capabilities and resources necessary for experimentation, and provide you the means of reinforcing teachers who use experimentation in their classroom.

Module Specifications: This module contains 4 competencies, 7 competency components, and 41 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 15

ADVISING/INSTRUCTION

COMPETENCY 15.1: *A curriculum consultant should be capable of functioning in an advisement capacity.*

Competency Component:

15.1.1: To assist the trainee in gaining the skills necessary to establish rapport in advisement situations.

BEHAVIORAL OBJECTIVES:

15.1.1.1 The trainee will be able to differentiate between situations warranting advisement and situations warranting in-service training, immediate decision, or no attention.

15.1.1.2 The trainee will be able to describe four conditions under which advisement will most likely occur.

15.1.1.3 The trainee will be able to describe five prerequisites to the establishment of rapport in an advisement situation.

15.1.1.4 The trainee will be able to describe an optimal conference climate.

15.1.1.5 The trainee will be able to guide advisees in clarifying stated problems.

15.1.1.6 The trainee will be able to demonstrate reinforcement techniques applicable to advisement situations.

15.1.1.7 The trainee will be able to discuss the importance of establishing rapport in an advisement situation.

Competency Component:

15.1.2: To assist the trainee in gaining familiarity with information dissemination techniques applicable to advisement situations.

BEHAVIORAL OBJECTIVES:

15.1.2.1 The trainee will be able to describe advisement situations in which each of the following information dissemination techniques would be applicable: (1) demonstration; (2) visual illustration; (3) informal verbal presentation; and (4) formal verbal presentation.

15.1.2.2 The trainee will be able to describe the appropriate use of each of the following information dissemination techniques: (1) demonstration; (2) visual illustration; (3) informal verbal presentation; and (4) formal verbal presentation.

15.1.2.3 The trainee will be able to employ each of the following techniques given a simulated advisement situation: (1) demonstration; (2) visual illustration; (3) informal verbal presentation; and (4) formal verbal presentation.

15.1.2.4 The trainee will be able to describe the importance of selecting the most appropriate information dissemination techniques for a particular advisement situation.

Competency Component:

15.1.3: To assist the trainee in maintaining an advisement situation until the problem creating the advisement situation has been resolved.

BEHAVIORAL OBJECTIVES:

15.1.3.1 The trainee will be able to differentiate between long-term and short-term advisement situations.

15.1.3.2 The trainee will be able to identify cues suggesting the advisee desires additional assistance.

15.1.3.3 The trainee will be able to identify cues suggesting the advisee needs additional assistance.

15.1.3.4 The trainee will be able to assist advisees in devising alternative solutions to problems.

15.1.3.5 The trainee will be able to describe procedures for acquiring feedback in advisement situations.

15.1.3.6 The trainee will be able to describe procedures for bringing closure to three different simulated advisement situations.

COMPETENCY 15.2: *A curriculum consultant should be capable of advising on the availability and use of instructional methodologies and classroom management techniques.*

Competency Component:

15.2.1: To assist the trainee in advising on the selection and implementation of instructional strategies, i.e., Prescriptive Teaching, Inductive Teaching, Contract Teaching, and Unit Teaching.

BEHAVIORAL OBJECTIVES:

15.2.1.1 The trainee will be able to advise educators of services concerned with the retrieval and dissemination of information pertaining to instructional methodologies.

15.2.1.2 The trainee will be able to advise educators of the major components of instructional methodologies and the teacher skills necessary for effective implementation of each.

15.2.1.3 The trainee will be able to advise educators of instructional methodologies which are most appropriate for particular types of learners.

15.2.1.4 The trainee will be able to advise the selection of an instructional methodology given simulated classroom and pupil data.

Competency Component:

15.2.2: To assist the trainee in advising on the selection and implementation of classroom management techniques, i.e., reinforcement, questioning, grouping, interest centers, ordering time segments, and space arrangements.

BEHAVIORAL OBJECTIVES:

15.2.2.1 The trainee will be able to advise educators on sources of professional literature pertaining to classroom management techniques.

15.2.2.2 The trainee will be able to advise educators on the major components of classroom management technique and the teacher skills necessary for their effective utilization.

15.2.2.3 The trainee will be able to advise educators of classroom management techniques most appropriate for particular types of learners.

15.2.2.4 The trainee will be able to advise the selection of a classroom management technique given simulated classroom and pupil data.

COMPETENCY 15.3: *A curriculum consultant should be capable of advising on the interpretation and use of pupil data.*

Competency Component:

15.3.1: To assist the trainee in advising on the selection of data collection techniques and/or instruments.

BEHAVIORAL OBJECTIVES:

15.3.1.1 The trainee will be able to assist educators in clarifying their purposes for employing a data collection technique.

15.3.1.2 The trainee will be able to advise educators of resources providing information on data collection techniques.

15.3.1.3 The trainee will be able to advise educators of resources providing demonstration copies of data collection instruments for professional examination.

15.3.1.4 The trainee will be able to advise on the selection of data collection techniques and/or instruments.

Competency Component:

15.3.2: To assist the trainee in advising on the interpretation of obtained pupil data.

BEHAVIORAL OBJECTIVES:

15.3.2.1 The trainee will be able to develop procedures for advising on the interpretation of obtained pupil data.

15.3.2.2 The trainee will be able to suggest three alternative sources of assistance in interpreting pupil data.

COMPETENCY 15.4: *A curriculum consultant should be capable of advising on experimentation with instructional approaches and classroom management techniques.*

Competency Component:

15.4.1: To assist the trainee in advising experimentation with instructional approaches and classroom management techniques to meet curriculum objectives.

BEHAVIORAL OBJECTIVES:

15.4.1.1 The trainee will be able to advise on the advantages and disadvantages inherent in employing a variety of instructional approaches and classroom management techniques in an instructional program.

15.4.1.2 The trainee will be able to recommend selected references which illustrate the value of experimenting in structional approaches and/or classroom management techniques.

15.4.1.3 The trainee will be able to design a plan for demonstrating the value of experimenting with instructional approaches and classroom management techniques for a given curriculum objective.

Competency Component:

15.4.2: To assist the trainee in advising teachers and administrators of the capabilities and resources necessary to experiment with different instructional approaches and classroom management techniques.

BEHAVIORAL OBJECTIVES:

15.4.2.1 The trainee will be able to identify instructional situations warranting experimentation with alternative instructional approaches and classroom management techniques.

15.4.2.2 The trainee will be able to determine the resources and skills required to experiment with a particular instructional methodology or classroom management technique.

15.4.2.3 The trainee will be able to guide teachers in analyzing their abilities to conduct experiments with various instructional approaches and classroom management techniques.

15.4.2.4 The trainee will be able to design situations reinforcing teachers for experimenting with different instructional approaches and classroom management techniques.

Competency Component:

15.4.3: To assist the trainee in demonstrating the organization of classrooms for experiments with instructional approaches and classroom management techniques.

BEHAVIORAL OBJECTIVES:

15.4.3.1 The trainee will be able to describe the major factors to be considered in structuring a classroom experiment.

15.4.3.2 The trainee will be able to evaluate a classroom in terms of the resources available for structuring an experiment in instructional approaches and/or classroom management techniques.

15.4.3.3 The trainee will be able to design a classroom organization plan for an experiment using an instructional approach and/or classroom management technique to meet a given curriculum objective.

MODULE #16: MODULE SPECIFICATIONS FOR:
Advising / Materials and Media

TRAINEE'S MANUAL

Module #16: Advising / Materials and Media

Module Scope: The purpose of this module is to prepare you to assist teachers, administrators, and other school personnel in matters relating to materials and media. The emphasis in this module is on preparing you to share your knowledge and skills with school personnel in an advisory capacity. Consequently, this module helps you clarify the advisory role and develop your advisory skills in relation to the resolution of problems in instructional materials and media.

Module Specifications: This module contains 4 competencies, 11 competency components, and 29 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 16

ADVISING/MATERIALS AND MEDIA

COMPETENCY 16.1: *A curriculum consultant should be capable of functioning in an advisory role on matters dealing with materials and media.*

Competency Component:

16.1.1: To assist the trainee in identifying high incidence problems in the area of materials and media.

BEHAVIORAL OBJECTIVES:

16.1.1.1 The trainee will be able to identify four techniques for ascertaining existing problems related to materials and media.

16.1.1.2 The trainee will be able to develop survey procedures designed to identify problems related to materials and media.

16.1.1.3 The trainee will be able to develop a plan utilizing at least three data gathering techniques for identifying problems related to materials and media.

Competency Component:

16.1.2: To assist the trainee in analyzing problems related to materials and media.

BEHAVIORAL OBJECTIVES:

16.1.2.1 The trainee will be able to identify at least two processes (e.g., Dewey's process of reflective thinking, and systems analysis) which can be used to analyze problems related to materials and media.

16.1.2.2 The trainee will be able to apply a selected process to the task of analyzing problems related to materials and media.

Competency Component:

16.1.3: To assist the trainee in constructing a plan of action for resolving problems in the area of materials and media.

BEHAVIORAL OBJECTIVES:

16.1.3.1 The trainee will be able to identify resources available to school personnel on the resolution of problems related to materials and media.

16.1.3.2 The trainee will be able to construct strategies that use advisement as a process in the resolution of problems relating to materials and media.

COMPETENCY 16.2: *A curriculum consultant should be capable of establishing himself as a resource to persons encountering problems related to materials and media.*

Competency Component:

16.2.1: To assist the trainee in identifying those features of an advisement situation which indicate the need for continued involvement on problems related to materials and media.

BEHAVIORAL OBJECTIVES:

16.2.1.1 The trainee will be able to identify cues which suggest that teachers desire advisement on problems involving materials and media.

16.2.1.2 The trainee will be able to identify cues which suggest that teachers need advisement on problems involving materials and media.

16.2.1.3 The trainee will be able to identify and differentitate those consulting situations which are short-term from those which require long-term involvement.

Competency Component:

16.2.2: To assist the trainee in establishing procedures which facilitate teachers receiving advisement on problems relating to materials and media.

BEHAVIORAL OBJECTIVES:

16.2.2.1 The trainee will be able to design communiques clearly establishing the role of a consultant in problem resolution relating to materials and media.

16.2.2.2 The trainee will be able to design activities illustrating the services offered by a curriculum consultant in the area of materials and media.

16.2.2.3 The trainee will be able to design formal and informal referral procedures which encourage teachers and administrators to make use of consulting services on problems relating to materials and media.

COMPETENCY 16.3: *A curriculum consultant should be capable of advising administrators, teachers, and other school personnel on the use, production, and evaluation of materials and media.*

Competency Component:

16.3.1: To assist the trainee in advising administrators, teachers, and other school personnel on the use of materials and media.

BEHAVIORAL OBJECTIVES:

16.3.1.1 The trainee will be able to direct school personnel to the various types of locally produced and commercially prepared materials, and the hardware used by various media systems.

16.3.1.2 The trainee will be able to advise school personnel of the capabilities of various instructional materials and media.

16.3.1.3 The trainee will be able to design a plan for the effective use of selected instructional materials and media.

Competency Component:

16.3.2: To assist the trainee in advising school personnel on the production of instructional materials and media.

BEHAVIORAL OBJECTIVES:

16.3.2.1 The trainee will be able to direct teachers to local resources available for the production of instructional materials and media.

16.3.2.2 The trainee will be able to assist teachers in establishing criteria for the production of instructional materials and media.

Competency Component:

16.3.3: To assist the trainee in advising school personnel on the evaluation of instructional materials and media.

BEHAVIORAL OBJECTIVES:

16.3.3.1 The trainee will be able to direct school personnel to resources relevant to the evaluation of instructional materials and media.

16.3.3.2 The trainee will be able to assist school personnel in ascertaining the characteristics of instructional materials and media, (e.g., physical properties, publisher's information, cost efficiency, format variables) which are relevant to their evaluation.

16.3.3.3 The trainee will be able to supply advisees with appropriate evaluation models for instructional materials and media.

COMPETENCY 16.4: *A curriculum consultant should be capable of advising school personnel on the role and scope of a local resource center.*

Competency Component:

16.4.1: To assist the trainee in advising school personnel on the scope of a resource center.

BEHAVIORAL OBJECTIVES:

16.4.1.1 The trainee will be able to identify the resources which are necessary to operate a local resource center.

16.4.1.2 The trainee will be able to describe the relationship between the available resources and the scope of a local resource center.

Competency Component:

16.4.2: To assist the trainee in advising school personnel on the role of a local resource center in the Special Education Instructional Materials Center Network.

BEHAVIORAL OBJECTIVES:

16.4.2.1 The trainee will be able to identify all the contributing agencies in the Special Education Instructional Materials Center Network.

16.4.2.2 The trainee will be able to locate the place of a local resource center in the administrative hierarchy of the Special Education Instructional Materials Center Network.

16.4.2.3 The trainee will be able to identify the required services potentially available through a local resource center.

Competency Component:

16.4.3: To assist the trainee in advising school personnel on the services available through the local resource center.

BEHAVIORAL OBJECTIVES:

16.4.3.1 The trainee will be able to identify four procedures for ascertaining the services available through a local resource center.

16.4.3.2 The trainee will be able to develop appropriate data gathering instruments to determine the services performed by a local resource center.

16.4.3.3 The trainee will be able to tabulate, summarize, and utilize appropriate data in advising school personnel on the services available from a local resource center.

MODULE #17: MODULE SPECIFICATIONS FOR:

Advising / Communication Processes

TRAINEE'S MANUAL

Module #17: Advising / Communication Processes

Module Scope: The experiences included in this module are designed to prepare you to advise teachers in resolving problems which involve communicating with others on curriculum related matters. The emphasis in this module is on teacher-teacher and teacher-administrator communication problems. The initial module element will aid you in achieving proficiency in an advisement capacity, assessing advisement needs, selecting advisory procedures, and maintaining an advisement relationship through problem resolution. The second module element concentrates on resolving communication problems occurring between teachers and administrators with a distinction made between personal and informational concerns. The third module elements treats analogous communication difficulties existing between teachers.

Module Specifications: This module contains 3 competencies, 9 competency components, and 45 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 17

ADVISING/COMMUNICATION PROCESSES

COMPETENCY 17.1: *A curriculum consultant should be capable of functioning in an advisory role.*

Competency Component:

17.1.1: To assist the trainee in assessing and determining the need for advisement.

BEHAVIORAL OBJECTIVES:

17.1.1.1 The trainee will be able to identify cues which suggest the need for advisement.

17.1.1.2 The trainee will be able to develop informal procedures to elicit requests for advisement.

17.1.1.3 The trainee will be able to develop formal procedures to elicit requests for advisement.

17.1.1.4 The trainee will be able to examine all dimensions of a problem to differentiate between situations warranting advisement and those best corrected by other techniques.

17.1.1.5 The trainee will be able to describe in detail why specific situations require an advisement intervention.

Competency Component:

17.1.2: To assist the trainee in the techniques of conveying information applicable to advisement situations.

BEHAVIORAL OBJECTIVES:

17.1.2.1 The trainee will be able to describe advisement situations for which the following information dissemination techniques would be applicable: (1) demonstration; (2) visual illustration; (3) informal verbal presentation; and (4) formal verbal presentation.

17.1.2.2 The trainee will be able to describe the appropriate use of the following information dissemination techniques: (1) demonstration; (2) visual illustration; (3) informal verbal presentation; and (4) formal verbal presentation.

17.1.2.3 The trainee will be able to demonstrate the ability to employ each of the following techniques given a simulated situation: (1) demonstration; (2) visual illustration; (3) informal verbal presentation; and (4) formal verbal presentation.

17.1.2.4 The trainee will be able to describe the importance of selecting the most appropriate information dissemination technique(s) for each advisement situation.

Competency Component:

17.1.3: To assist the trainee in maintaining an advisory relationship until the problem requiring the advisement has been resolved.

BEHAVIORAL OBJECTIVES:

17.1.3.1 The trainee will be able to differentiate between long-term and short-term advisory situations.

17.1.3.2 The trainee will be able to identify cues which suggest that the advisee desires additional assistance.

17.1.3.3 The trainee will be able to identify cues which suggest that the advisee needs additional assistance.

17.1.3.4 The trainee will be able to assist the advisee in devising alternative solutions to problems.

17.1.3.5 The trainee will be able to describe procedures for acquiring feedback in advisement situations.

17.1.3.6 The trainee will be able to describe procedures for bringing closure to simulated advisement situations.

COMPETENCY 17.2: *A curriculum consultant should be capable of advising teachers on resolving communication problems with administrators.*

Competency Component:

17.2.1: To assist the trainee in differentiating between situations which represent interpersonal communication problems and situations which involve the need for additional information or clarification.

BEHAVIORAL OBJECTIVES:

17.2.1.1 The trainee will be able to identify interpersonal communication problems which a teacher of exceptional children may encounter with administrators.

17.2.1.2 The trainee will be able to identify problems which involve the need for additional information or clarification which a teacher of exceptional children may encounter with administrators.

17.2.1.3 The trainee will be able to describe why certain situations represent interpersonal communication problems.

17.2.1.4 The trainee will be able to describe why certain situations represent problems involving the need for additional information or clarification.

17.2.1.5 The trainee will be able to identify interpersonal communication problems between teachers of exceptional children and administrators from a hypothetical situation.

17.2.1.6 The trainee will be able to identify problems between teachers and administrators which involve the need for additional information or clarification from a hypothetical situation.

Competency Component:

17.2.2: To assist the trainee in obtaining information from teachers on the most frequent communication problems they encounter with administrators.

BEHAVIORAL OBJECTIVES:

17.2.2.1 The trainees will be able to demonstrate their ability to use informal techniques to elicit information from teachers on the communication problems they encounter with administrators.

17.2.2.2 The trainees will be able to demonstrate their ability to use formal techniques to elicit information from teachers on the communication problems they encounter with administrators.

17.2.2.3 The trainee will be able to analyze information received from teachers to determine communication problems most frequently encountered with administrators.

Competency Component:

17.2.3: To assist the trainee in advising teachers on the procedures to use in resolving communication problems with administrators.

BEHAVIORAL OBJECTIVES:

17.2.3.1 The trainee will be able to construct a list of guidelines for teachers to follow in resolving communication problems with administrators.

17.2.3.2 The trainee will be able to acquaint teachers with procedures to employ in resolving communication problems with administrators.

17.2.3.3 The trainee will be able to demonstrate to teachers procedures for resolving communication problems with administrators.

17.2.3.4 The trainee will be able to describe the strengths and weaknesses of each procedure for resolving communication problems with administrators.

17.2.3.5 The trainee will be able to assist teachers in predicting outcomes of procedures employed in resolving communication problems with administrators.

17.2.3.6 The trainee will be able to assist teachers in determining the best procedures for resolving communication problems with administrators.

COMPETENCY 17.3: *A curriculum consultant should be capable of advising teachers on procedures for resolving communication problems with other teachers.*

Competency Component:

17.3.1: To assist the trainee in differentiating between situations which represent interpersonal communication problems and situations which involve the need for additional information or clarification.

BEHAVIORAL OBJECTIVES:

17.3.1.1 The trainee will be able to identify situations representing interpersonal communication problems which a teacher of exceptional children may encounter with other teachers.

17.3.1.2 The trainee will be able to identify problem situations involving the need for additional information or clarification which may be encountered between teachers of exceptional children.

17.3.1.3 The trainee will be able to describe why certain situations represent interpersonal communication problems between teachers of exceptional children.

17.3.1.4 The trainee will be able to describe why certain situations involving the need for additional information or clarification represent problems between teachers of exceptional children.

17.3.1.5 The trainee will be able to identify interpersonal communication problems between teachers of exceptional children from a hypothetical situation.

17.3.1.6 The trainee will be able to identify problems between teachers which involve the need for additional information or clarification from a hypothetical situation.

Competency Component:

17.3.2: To assist the trainee in obtaining information from teachers on the most frequent communication problems they encounter with other teachers.

BEHAVIORAL OBJECTIVES:

17.3.2.1 The trainee will be able to use informal techniques to elicit information from teachers on the communication problems they encounter with other teachers.

17.3.2.2 The trainee will be able to use formal techniques to elicit information from teachers on the communication problems they encounter with other teachers.

17.3.2.3 The trainee will be able to analyze the information received from teachers in determining communication problems most frequently encountered between teachers.

Competency Component:

17.3.3: To assist the trainee in advising teachers on the procedures for resolving communication problems with other teachers.

BEHAVIORAL OBJECTIVES:

17.3.3.1 The trainee will be able to construct a list of guidelines for teachers to follow in resolving communication problems with other teachers.

17.3.3.2 The trainee will be able to acquaint teachers with procedures for resolving communication problems with other teachers.

17.3.3.3 The trainee will be able to demonstrate to teachers the procedures for resolving communication problems with other teachers.

17.3.3.4 The trainee will be able to describe the strengths and weaknesses of each procedure for resolving communication problems between teachers.

17.3.3.5 The trainee will be able to assist teachers in predicting outcomes of procedures employed in resolving communication problems with other teachers.

17.3.3.6 The trainee will be able to assist teachers in determining the best procedures for resolving communication problems with other teachers.

MODULE #18: MODULE SPECIFICATIONS FOR:

Advising / Support Systems

TRAINEE'S MANUAL

Module #18: Advising / Support Systems

Module Scope: It is the intent of this module to prepare you to function in an advisory role relative to support systems available to educators responsible for curriculum and instruction of exceptional children. Activities aimed at presenting and/or enhancing advisement skills are presented initially. Subsequent module elements are concerned with the application of these skills in advising teachers and administrators on the use and availability of school and community sponsored support systems.

Module Specifications: This module contains 3 competencies, 5 competency components, and 30 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 18

ADVISING/SUPPORT SYSTEMS

COMPETENCY 18.1: *A curriculum consultant should be capable of functioning in the role of an advisor to school administrators, teachers, and community agency personnel.*

Competency Component:

18.1.1: To assist the trainee in assessing and describing advisory needs.

BEHAVIORAL OBJECTIVES:

18.1.1.1 The trainee will be able to distinquish between problems warranting advisement which have interpersonal demands and professional demands as their origin.

18.1.1.2 The trainee will be able to differentiate between long-term and short-term advisory situations.

18.1.1.3 The trainee will be able to identify cues which suggest that the advisee desires assistance.

18.1.1.4 The trainee will be able to identify cues which suggest that the advisee needs assistance.

18.1.1.5 The trainee will be able to discuss techniques which assist advisees in describing their problems.

18.1.1.6 The trainee will be able to assist advisees in examining all dimensions of a problem.

18.1.1.7 The trainee will be able to guide advisees in pinpointing and clarifying their stated problems.

Competency Component:

18.1.2: To assist the trainee in maintaining relations in an advisement situation until the problem demanding advisement has been resolved.

BEHAVIORAL OBJECTIVES:

18.1.2.1 The trainee will be able to summarize procedures which encourage the establishment of rapport between advisor and advisee.

18.1.2.2 The trainee will be able to prepare from simulated data a demonstration to be utilized in an advisory situation.

18.1.2.3 The trainee will be able to describe an optimal conference climate and procedures.

18.1.2.4 The trainee will be able to assist the advisee in devising alternate solutions to problems.

18.1.2.5 The trainee will be able to describe procedures for acquiring feedback in advisement situations.

18.1.2.6 The trainee will be able to analyze feedback obtained during previous advisements to determine the need or desire for follow-up services.

18.1.2.7 The trainee will be able to describe procedures for bringing closure to three specified advisement situations.

COMPETENCY 18.2: *A curriculum consultant should be capable of advising administrators and teachers on the availability and use of school sponsored support systems.*

Competency Component:

18.2.1: To assist the trainee in advising administrators on the availability of in-service training, consultation services, research assistance, and classroom facilities.

BEHAVIORAL OBJECTIVES:

18.2.1.1 The trainee will be able to describe school situations which warrant advising administrators on the availability of support systems.

18.2.1.2 The trainee will be able to design procedures for disseminating information relating to the availability of school sponsored support systems.

18.2.1.3 The trainee will be able to select the advisory technique most appropriate for a specified advisement situation.

18.2.1.4 The trainee will be able to prepare a plan for an administrator on the availability of a particular support system.

Competency Component:

18.2.2: To assist the trainee in advising teachers on the use of in-service training, consultation services, research assistance, and classroom facilities.

BEHAVIORAL OBJECTIVES:

18.2.2.1 The trainee will be able to describe school situations which warrant advising teachers on the use of support systems.

18.2.2.2 The trainee will be able to design procedures for disseminating information relating to teacher use of support systems.

18.2.2.3 The trainee will be able to select the advisory technique most appropriate for a specified advisement situation.

18.2.2.4 The trainee will be able to prepare a plan for a teacher on the use of a particular support system.

COMPETENCY 18.3: *A curriculum consultant should be capable of advising administrators and teachers on the availability and use of community-based support systems.*

Competency Component:

18.3.1: To assist the trainee in advising teachers on the use of community resources, i.e., educational institutions, health agencies, rehabilitation services, etc.

BEHAVIORAL OBJECTIVES:

18.3.1.1 The trainee will be able to describe school situations which warrant advising teachers on the use of community-based support systems.

18.3.1.2 The trainee will be able to design procedures for disseminating information to teachers on the use of community-based support systems.

18.3.1.3 The trainee will be able to select the advisory technique most appropriate for a specified advisement situation.

18.3.1.4 The trainee will be able to prepare a plan for a teacher on the use of a particular community-based support system.

Competency Component:

18.3.2: To assist the trainee in advising administrators on the availability of community resources, i.e., educational institutions, health agencies, rehabilitation services, etc.

BEHAVIORAL OBJECTIVES:

18.3.2.1 The trainee will be able to describe school situations which warrant advising administrators on the use of community-based support systems.

18.3.2.2 The trainee will be able to design procedures for disseminating information to administrators on the use of community-based support systems.

18.3.2.3 The trainee will be able to select the advisory techniques most appropriate for advisement situations with administrators.

18.3.2.4 The trainee will be able to prepare a plan for administrators on the availability and use of a particular community-based support system.

MODULE #19: MODULE SPECIFICATIONS FOR:

Serving as a Liaison / Communication Processes

TRAINEE'S MANUAL

Module #19: Serving as a Liaison / Communication Processes

Module Scope: This module is designed to prepare you to function effectively when serving in a liaison capacity. It concentrates on understanding the relationship which exists between a group and the liaison who represents it, with both theoretical information and practical experiences provided. Module elements included help you to promote yourself in a liaison capacity, and to increase your skill in developing and employing successful communication processes.

Module Specifications: This module contains 2 competencies, 5 competency components, and 38 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 19

SERVING AS A LIAISON/COMMUNICATION PROCESSES

COMPETENCY 19.1: *A curriculum consultant should be capable of representing the intent of a group while serving in a liaison capacity.*

Competency Component:

19.1.1: To assist the trainee in determining information important to a group he represents in a liaison capacity.

BEHAVIORAL OBJECTIVES:

19.1.1.1 The trainee will be able to specify the content of the information relevant to a group which he represents in a liaison capacity.

19.1.1.2 The trainee will be able to design criteria to determine the information important to a group which he represents in a liaison capacity.

19.1.1.3 The trainee will be able to review and define the aims and goals of a group which he represents in a liaison capacity.

19.1.1.4 The trainee will be able to analyze relevant information important to a group he represents in a liaison capacity.

Competency Component:

19.1.2: To assist the trainee in determining the significant reasons for representing a group in a liaison capacity.

BEHAVIORAL OBJECTIVES:

19.1.2.1 The trainee will be able to generate a list of 10 reasons for representing a group in a liaison capacity.

19.1.2.2 The trainee will be able to design an instrument for detecting the needs of a group that he represents in a liaison capacity.

19.1.2.3 The trainee will be able to determine the power structure he will encounter serving in a liaison capacity to a specified group.

19.1.2.4 The trainee will be able to analyze a group's needs to determine the role he would play in a liaison capacity, i.e., ombudsman, enabler, activist, etc.

Competency Component:

19.1.3: To assist the trainee in determining his obligation to represent particular groups in a liaison capacity.

BEHAVIORAL OBJECTIVES:

19.1.3.1 The trainee will be able to detect both the positive and negative aspects of a group to determine his obligation to represent that group in a liaison capacity.

19.1.3.2 The trainee will be able to predict the probable consequences of representing a particular group in a liaison capacity.

19.1.3.3 The trainee will be able to differentiate those groups which would warrant consideration for representation and those that would not warrant representation by a liaison.

19.1.3.4 The trainee will be able to formulate a list of groups he would represent and a list of groups he would not represent as a liaison and state the rationale for his decision.

COMPETENCY 19.2: *A curriculum consultant should be capable of enhancing communication among groups by serving in a liaison capacity.*

Competency Component:

19.2.1: To assist the trainee in articulating to target groups his role as a liaison person.

BEHAVIORAL OBJECTIVES:

19.2.1.1 The trainee will be able to define and describe his role as a liaison person.

19.2.1.2 The trainee will be able to convey to target groups the importance of his role as a liaison person using written and verbal modes of communication.

19.2.1.3 The trainee will be able to design two formats to convey to target groups the importance of his role as a liaison person.

19.2.1.4 The trainee will be able to plan and conduct an oral presentation defining and describing his role as a liaison person.

19.2.1.5 The trainee will be able to design criteria for obtaining evaluative feedback on his effectiveness to articulate to target groups his role as a liaison person.

Competency Component:

19.2.2: To assist the trainee in developing communication vehicles which are applicable in situations where two or more groups are working on similar tasks.

BEHAVIORAL OBJECTIVES:

19.2.2.1 The trainee will be able to identify communication vehicles which are applicable in situations where two or more groups are working on similar tasks.

19.2.2.2 The trainee will be able to detect strengths and weaknesses of communication vehicles which are applicable in situations where two or more groups are working on similar tasks.

19.2.2.3 The trainee will be able to formulate examples of communication vehicles which would be used in situations where two or more groups are working on similar tasks.

19.2.2.4 The trainee will be able to develop communication vehicles for use where two or more groups are working on similar tasks.

19.2.2.5 The trainee will be able to devise a procedure to evaluate communication vehicles used where two or more groups are working on similar tasks.

MODULE #20: MODULE SPECIFICATIONS FOR:

Serving as Liaison / Support Systems

TRAINEE'S MANUAL

Module #20: Serving as Liaison / Support Systems

Module Scope: This module is designed to prepare you to serve in a liaison capacity relative to support systems among groups concerned with curriculum for exceptional children. Initially, activities aimed at facilitating the acquisition of skills basic to group representation are presented. Subsequent activities focus on the application of these skills when functioning as a liaison among groups concerned with either enhancing the use of existing support systems, establishing additional support systems, or resolving conflicts regarding support system utilization.

Module Specifications: This module contains 3 competencies, 8 competency components, and 39 behaviorally stated objectives.

SECTraC Specifications for:

MODULE 20

SERVING AS LIAISON/SUPPORT SYSTEMS

COMPETENCY 20.1: *A curriculum consultant should be capable of representing the intent of a group while serving in a liaison capacity.*

Competency Component:

20.1.1: To assist the trainee in determining information important to a group he represents in a liaison capacity.

BEHAVIORAL OBJECTIVES:

20.1.1.1 The trainee will be able to specify the content of the information relevant to a group which he represents in a liaison capacity.

20.1.1.2 The trainee will be able to design criteria to determine the information important to a group which he represents in a liaison capacity.

20.1.1.3 The trainee will be able to review and define the aims and goals of a group which he represents in a liaison capacity.

20.1.1.4 The trainee will be able to analyze relevant information important to a group he represents in a liaison capacity.

Competency Component:

20.1.2: To assist the trainee in determining the significant reasons for representing a group in a liaison capacity.

BEHAVIORAL OBJECTIVES:

20.1.2.1 The trainee will be able to generate a list of 10 reasons for representing a group in a liaison capacity.

20.1.2.2 The trainee will be able to design an instrument for detecting the needs of a group that he represents in a liaison capacity.

20.1.2.3 The trainee will be able to determine the power structure he will encounter serving in a liaison capacity to a specified group.

20.1.2.4 The trainee will be able to analyze a group's needs to determine the role he would play in a liaison capacity, i.e., ombudsman, enabler, activist, etc.

Competency Component:

20.1.3: To assist the trainee in determining his obligation to represent particular groups in a liaison capacity.

BEHAVIORAL OBJECTIVES:

20.1.3.1 The trainee will be able to detect both the positive and negative aspects of a group to determine his obligation to represent that group in a liaison capacity.

20.1.3.2 The trainee will be able to predict the probable consequences of representing a particular group in a liaison capacity.

20.1.3.3 The trainee will be able to differentiate those groups which would warrant consideration for representation and those that would not warrant representation by a liaison.

20.1.3.4 The trainee will be able to formulate a list of groups he would represent and a list of groups he would not represent as a liaison and state the rationale for his decision.

COMPETENCY 20.2: *A curriculum consultant should be capable of enhancing communication among groups by serving in a liaison capacity*.

Competency Component:

20.2.1: To assist the trainee in articulating to target groups his role as a liaison person.

BEHAVIORAL OBJECTIVES:

20.2.1.1 The trainee will be able to define and describe his role as a liaison person.

20.2.1.2 The trainee will be able to convey to target groups the importance of his role as a liaison person using written and spoken modes of communication.

20.2.1.3 The trainee will be able to design two formats to convey to target groups the importance of his role as a liaison person.

20.2.1.4 The trainee will be able to plan and conduct an oral presentation defining and describing his role as a liaison person.

20.2.1.5 The trainee will be able to design criteria for obtaining evaluative feedback on his effectiveness to articulate to target groups his role as a liaison person.

Competency Component:

20.2.2: To assist the trainee in developing communication vehicles which are applicable in situations where two or more groups are working on similar tasks.

BEHAVIORAL OBJECTIVES:

20.2.2.1 The trainee will be able to identify communication vehicles which are applicable in situations where two or more groups are working on similar tasks.

20.2.2.2 The trainee will be able to detect strengths and weaknesses of communication vehicles which are applicable in situations where two or more groups are working on similar tasks.

20.2.2.3 The trainee will be able to formulate examples of communication vehicles which would be used in situations where two or more groups are working on similar tasks.

20.2.2.4 The trainee will be able to develop communication vehicles for use where two or more groups are working on similar tasks.

20.2.2.5 The trainee will be able to devise a procedure to evaluate communication vehicles used where two or more groups are working on similar tasks.

COMPETENCY 20.3: *A curriculum consultant should be capable of serving in a liaison capacity for groups or agencies needing support services relevant to curriculum for exceptional children.*

Competency Component:

20.3.1: To assist the trainee in serving in a liaison capacity between groups or agencies in an attempt to enhance the use of support systems.

BEHAVIORAL OBJECTIVES:

20.3.1.1 The trainee will be able to identify support systems whose services are potentially beneficial but not maximally utilized.

20.3.1.2 The trainee will be able to ascertain the reason(s) for some potentially valuable support system remaining predominantly unused.

20.3.1.3 The trainee will be able to establish communication vehicles to disseminate information regarding services offered by support systems.

20.3.1.4 The trainee will be able to arrange contacts with appropriate personnel between educational groups and support systems.

20.3.1.5 The trainee will be able to organize the services offered by support systems in a manner easily retrievable by groups or agencies.

Competency Component:

20.3.2: To assist the trainee in serving in a liaison capacity between groups or agencies in an attempt to establish new support systems.

BEHAVIORAL OBJECTIVES:

20.3.2.1 The trainee will be able to compile a list of available support systems.

20.3.2.2 The trainee will be able to suggest the development of support systems to fill perceived gaps in services currently available.

20.3.2.3 The trainee will be able to assist groups and agencies in assigning priorities for the use of support systems in terms of the initial investment and subsequent returns.

20.3.2.4 The trainee will be able to guide groups or agencies in acquiring support for the establishment of support systems.

20.3.2.5 The trainee will be able to assist groups and agencies in locating qualified staff to maintain newly established support systems.

Competency Component:

20.3.3: To assist the trainee in serving in a liaison capacity between groups or agencies in an attempt to resolve conflicts regarding support systems.

BEHAVIORAL OBJECTIVES:

20.3.3.1 The trainee will be able to acquire information concerning conflicts existing between groups or agencies utilizing support systems.

20.3.3.2 The trainee will be able to identify and describe the source of conflict between two or more groups or agencies.

20.3.3.3 The trainee will be able to suggest possible reasons for conflicts between two or more groups or agencies.

20.3.3.4 The trainee will be able to negotiate a meeting between conflicting groups or agencies in an effort to discuss and define existing problems.

20.3.3.5 The trainee will be able to guide conflicting groups or agencies in generating possible solutions to conflict situations.

20.3.3.6 The trainee will be able to aid dissenting groups or agencies in selecting and implementing a solution viewed favorably by both parties.

20.3.3.7 The trainee will be able to identify cues which signify the resolution of a conflict situation.

CHAPTER VI

THE SPECIFICATIONS MANUAL AS AN INDEX TO MODULES

Inasmuch as the specification process described in this document is completed prior to the development of training modules, all development activities can be directed toward the production of training packages designed to impart the skills and knowledge predetermined in these specifications. In fact, the specifications manual prepared for each module serves to explicitly delineate the curricular content of the training packages prior to their development, and the performanced-based instructional activities comprising the training packages are designed specifically to instill competency in each behaviorally stated objective listed in the specifications manual. Thus the modules parallel the specifications manuals, enabling the efficient retrieval of training materials utilizing the specifications as an index.

This use of the specifications manual as an index to modules is further enhanced by the parallel numerical coding utilized in both the specifications manual and the training manuals. As previously described, the 4-digit coding system permits immediate identification of both the content area and the level of specificity of each performance-based statement. To reiterate, each module topic is associated with a single digit number from 1 to 20, i.e., 1. = evaluating/curriculum; 2. = evaluating/instruction; 3. = evaluating/materials and media; ....; 20. = serving as liaison/support systems. Similarly, the competencies, competency components, and behavioral objectives are all coded by consecutive 2, 3, and 4 digit numbers, respectively. For example, the behaviorally stated objective, "the trainee will be able to identify and describe five major tasks inherent in the development of curriculum after reviewing a descriptive report and a curriculum project product, e.g., BSCS Science Project and/or Yeshiva University Social Learning Project," is coded 6.2.3.2 in the specifications manual. Similarly, the 4-digit code 6.2.3.2 is employed in the trainee's manual to identify those instructional activities and resources designed to impart the skills and knowledge necessary for the trainee to achieve competence in this behavioral objective. Inspection of this code number rapidly indicates that this is the 2nd (the 4th digit) behavioral objective under the 3rd competency component (the 3rd digit) of the 2nd competency (the 2nd digit) in Developing/Curriculum which is module topic number 6 (the 1st digit). Of course, the same numerical code is utilized throughout the training package identifying this same behavioral objective in both the instructor's manual and the associated resource files.

In view of this systematic coding system utilized consistently throughout project training materials, the following procedure is recommended to the consumer for retrieving designed training modules via the index capability of the specification manuals. The consumer should initially peruse the 20 module topics which each define a specifications manual. Upon ascertaining the module topic of general interest, the consumer should consult that particular specifications manual included in this Interim Report: Module Specifications Phase. Within the specifications manual, the consumer can select the one or more competency statements reflecting his more specific training interest and using the 2-digit code associated with each competency, retrieve the appropriate trainee's manual, resource files, and instructor's manual.

This coding system also facilitates a still greater specificity in retrieving training materials from the SECTraC modules. The consumer can select coded statements at either the competency component or behavioral objective level and only retrieve the components of training modules specific to those performance statements. For example, the consumer may opt to receive for review or use all SECTraC training materials coded 3.1.1, the competency component "To assist the trainee in gaining familiarity with sources of information on materials and media availability," or still more refined retrieval can be accomplished using the code number 3.1.1.4 assigned to the behavioral objectives "The trainee will be able to demonstrate his ability to successfully acquire an appropriate instructional material from a commercial producer upon being given the specifications of a particular instructional problem."

Finally, the coding system explicated in this chapter lends itself to yet another capability enhancing the utility of these specification manuals for the consumer. The independent coding of all module components down through the behavioral objective level of specification allows the consumer to recombine module components into unique training packages suited to his particular needs. This reorganization of training materials can be executed at any level of specification and/or with any number of module components. A consumer may find, for example, that combining competency 5.2 with competency component 17.2.1 and behavioral objectives 2.1.2.2 and 3.3.1.3, may constitute a modular training package capable of fulfilling his specific training objective. It is anticipated that with the completion of the SECTraC modules and the implementation of a dissemination system, this retrieval capability will be a functional service component of SECTraC operation.